

*Carnegie Corporation  
of New York*



*Annual Report 1982*





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Carnegie Corporation of New York is a philanthropic foundation created by Andrew Carnegie in 1911 for the advancement and diffusion of knowledge and understanding. Its total assets, at market value, were about \$380.7 million as of September 30, 1982. Approximately 7½ percent of the income may be used in certain countries which are or were members of the British overseas Commonwealth; all other income must be spent in the United States.

The Corporation is primarily interested in education and in certain aspects of public affairs. Grants for specific programs are made to colleges and universities, professional associations, and other educational organizations.

The cover design representing Pegasus, the mythological winged horse of inspiration, was adapted from the Corporation's seal that was designed in 1927 by the American sculptor Paulanship.

# *Annual Report 1982*

*for the fiscal year ended September 30*

*Carnegie Corporation of New York  
437 Madison Avenue, New York, New York 10022*

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Carl M. Mueller, *Chairman*

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David A. Hamburg\*\*

Helene L. Kaplan

Ann R. Leven

Alan Pifer\*

John C. Taylor, 3rd

John C. Whitehead

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Cándido A. de León

Thomas R. Donahue

David A. Hamburg

Alan Pifer\*

Margaret K. Rosenheim

\*Member until December 9, 1982.

\*\*Membership effective December 9, 1982.

## Administration 1982-83

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*Secretary*

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Deborah Cohen, *Administrative Assistant*

Karin Egan, *Program Associate*

Linda Halperin, *Administrative Assistant*

Patricia Haynes, *Administrative Assistant*

Arlene M. Kahn, *Program Associate*

Eleanor Lerman, *Editorial Associate*

Rosemary McDowell, *Administrative Assistant*

Helen C. Noah, *Administrative Assistant*

Jill W. Sheffield, *Program Associate*

Susan V. Smith, *Administrative Assistant*

Gloria Anne Yannantuono, *Administrative Assistant*

\*President until December 9, 1982, and after that, president emeritus and senior consultant.

\*\*Will assume the presidency December 9, 1982.



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*The Report  
of the President*



# Final thoughts

This annual report essay is written with considerable sadness — sadness not because it is my last as president of Carnegie Corporation but because of the nature of our times. A short-sighted and uncharitable spirit seems to be abroad in the land, as a result of which investment in human resources generally and meeting the needs of the less fortunate members of the society specifically have been downgraded as national priorities. The nation's future dependence on a broadly educated citizenry seems to have been forgotten, while the poor have come to be treated with more obloquy than sympathy. Before discussing this disturbing state of affairs, however, I must explain why this is my final essay.

Two years ago I informed the trustees of the foundation that I did not plan to continue in the presidency until I reached the official retirement age of 65. A year later I set a firm departure date with them of December 9, 1982, the day of the annual meeting for this year. Having been an officer of the foundation for going on 30 years and its acting president or president for over 17, and having passed my 61st birthday, I felt a distinct need of "repotting." It was not so much that I had outgrown the size of the pot, for that would never be possible at a place like Carnegie Corporation, with the infinite possibilities it offers for constructive work; it was simply an urge to be in a position to have fewer daily obligations and constraints on the use of my time for my remaining active years.

As for the Corporation, I felt that it would benefit from some new leadership. Change in the management of any institution is better made too soon than too late. As a foundation officer, I had had ample opportunity to observe the wisdom of that dictum. It was only a matter of facing reality and applying it to myself. Accordingly, arrangements were made with the trustees under which a new president would be selected and I would become president emeritus and senior consultant, free to pursue my interests in public policy issues while available to take on any specific tasks the new president might wish.

*The president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies.*



Following the agreed course, the trustees set up a special selection committee which, under the conscientious leadership of the board's vice chairman, Helene Kaplan, conducted an extensive six months' search for a new president. The committee, having looked at a large number of candidates, concluded without hesitation that the best choice lay within the board's own membership and recommended the selection of David Hamburg. He was unanimously and enthusiastically elected to the foundation's presidency by the full board on June 10 of this year, to take office in December.

I wish to record here, as both a trustee and head of the foundation's staff, my own delight and satisfaction at the choice of Dr. Hamburg as my successor. I have no doubt that he will provide the kind of sensitive, imaginative, and socially conscious leadership I would wish the Corporation to have, and I envisage an exciting new phase in the foundation's history under his able direction.

This, therefore, is my final annual report essay. And since it is the last occasion on which I will write as the president of the Corporation, it seems appropriate that I give some account of the personal outlook that I have brought to my 17 years of its leadership. In my view, a foundation, if it is to be worth anything at all, cannot be morally neutral. It must be guided by a set of values—must stand for something. Necessarily, in developing the foundation's set of values and publicly articulating them, the role of the chief executive officer will be of great importance. Certainly, that has always been the case at Carnegie Corporation.

Looking back over the years since 1953, when I joined the Corporation, I am impressed with what a tumultuous period it has been in the world's history. On the international scene, we have witnessed the demise of colonialism and the rise of Third World consciousness, the reemergence of China as a dominant power, the first impressive forays into space, the proliferation of nuclear weaponry, and mounting competition for such essential resources as oil and food, to name only a few changes.

Here in the United States we have seen established social and political systems challenged by the civil rights, women's, and youth movements, the massive entry of women into the labor force, and the emergence of new sexual and cultural mores. We have endured unprecedented national traumas in the assassination of major public figures, urban violence, the Vietnam War, and Watergate. We have seen, moreover, rapid growth of the Hispanic minority, the rise of the computer age, and, finally, a seemingly conservative counterrevolution against the general welfare state and the liberal political and social trends of the period.

Truly the past three decades have been remarkable ones. So great have been the changes both in the world and at home that I look back now on the early 1950s as belonging to an altogether different age, as remote from the present as the Victorian era was from those years.

A number of these great movements and events impinged on the Corporation only indirectly or not at all, while others affected it directly. Whatever their nature, they interacted with one another to form an ever-changing context—a swiftly flowing river of immediacy—within which those of us who served the foundation seemed to be inescapably immersed. Seldom did it seem possible to climb out onto

the bank to rest and get one's bearings. Always there were the pressures of the moment—new funds which had to be spent, new claims on the funds, new issues demanding attention, and simply the day-in, day-out requirements imposed by administrative responsibility. Very occasionally, of course, I did make a determined effort to step outside the rush of the immediate and try to comprehend the deeper meaning of some of the changes that were taking place and to communicate my thoughts on these matters in articles, speeches, and annual report essays. I talked variously about the role of the voluntary sector in a democratic society and its relationships with government, about the impact of rapid growth in higher education, about the problems of the developing nations, about racial intolerance in this country and in South Africa, about the needs of children, about women in the work force, about the Hispanic community, and about the social role of government.

Despite the great variety that has characterized my daily existence at the Corporation, however, virtually everything I have done as its president, whether it involved public statements or the internal responsibilities of program formulation and grant making, has been guided by a single motivating force—a lifelong belief in social justice and the equality of all people under the law. This was a passion I inherited from parents who were deeply imbued with democratic values and brought me up to share them. The conviction was strengthened during the war years when, along with many other Americans, I took part in the defense of freedom against Nazi and Fascist tyranny, and it became firmly set in the years immediately after the war when I was working abroad and had the opportunity to travel widely in Europe and Africa. By the time I came to the Corporation in 1953, the commitment had become an immutable part of my very being. The key questions for me here with respect to any proposed action have always been: Will it promote equality of opportunity? And will it to some degree make the world a fairer and more just place?

As time went by this outlook was supplemented by a second perspective that gradually became as strong and as clear as the first. The new outlook grew from an interest I began to take during the 1960s in human resource development or, as it is sometimes called, "human capital formation," which over time has led me to the view that the very future of our society depends absolutely on the broad development of all our people, and especially of our children, irrespective of race, sex, economic status, or any other consideration. Investment in such things as nutrition, health, decent housing, education—for the poor as well as the more affluent—is, therefore, not only a matter of social justice but of practical necessity.\* Failure to appreciate this fundamental truth, I have come to feel, is more dangerous for this nation than any alleged missile gap or other shortcoming in armaments.

*\*In this respect, I should say that I am simply subscribing to Andrew Carnegie's belief in a broadly available educational system as the essential foundation for a democratic society, although the issue in my time has been one of increasing access to education by overcoming barriers of discrimination and poverty, whereas in his it was promoting an understanding of education's value. In any event, he had instructed the Corporation's trustees, and their successors after them, to spend the foundation's funds for the "advancement and diffusion of knowledge and understanding among the people of the United States," and I have felt that in my concern for the development of all Americans, I have been true to his wishes.*



This second perspective was considerably sharpened when I began to appreciate the full significance of major alterations taking place in the structure of the American population. As the consequence of increases in the fertility rate (the average number of children born to all females aged 15 to 44) over the three decades from the early 1930s to the early 1960s, the number of births rose from a Depression low of 2.3 million in 1933 to a high of 4.3 million in 1957, bringing into being the baby-boom generation. The baby boom is a demographic phenomenon of major proportions whose chronological progression through successive decades has been likened to the passage of a tennis ball through the belly of a snake. Its impact on education, societal values, the job market, political attitudes, and in other realms is already enormous and will continue to be well into the next century.

Similarly, the precipitous decline in the fertility rate from 3.7 in 1957 to 1.8 today, well below the replacement rate of the population, has produced yet another demographic phenomenon, the baby-bust generation. Seven million fewer young people will reach working age in the 1990s than did so in the 1970s. This aberration may pose serious problems to the not-too-distant future in the form of a shortage of entry-level workers for the economy and, possibly, depending on the needs at that time, of young men and women for the armed forces. Over the greater run, as the number of older, no-longer productive people in the nation mounts, and especially after about the year 2010, when the members of the baby-boom generation will begin to retire in large numbers, the proportion of active workers paying for the benefits of retired persons — in 1950 about sixteen to one and presently about three to one — will be only two to one (if present fertility trends continue). That, surely, unless there is a spectacular increase in productivity over the next four decades, will be a time of unprecedented economic difficulty and intergenerational social tension.

The special significance of this demographic quirk or twist in fertility rates is that it places a very high premium on making the most of the much smaller number of Americans now being born — getting them off to the best possible start in life as children and then continuing to invest in them at later stages of development. Human capital formation, always important, has become many times more so because casualties resulting from poor nutrition, poor health care, inferior education, low motivation, and so on simply can no longer be afforded. The need to avoid talent loss is particularly important in the black and Hispanic communities because the higher fertility rates of these groups are making their offspring a steadily increasing proportion of each successive cohort.

Among basic demographic trends, one must also take note of the rapidly rising numbers of elderly people in the nation, the product of greatly improved life expectancy for Americans of all ages over the past half century or more. In 1900 only three out of ten Americans could anticipate reaching the age of 70, whereas now seven out of ten can expect to do so, and four out of ten can expect to live to 80! The proportion of the population 65 or older, in 1900 only 4 percent, has risen to 11 percent today. By the year 2030, when the baby-boom cohorts have retired, it will be 20 percent. At that time, the number of people past the age of 65 will be about 55 million.

What is important about this trend is that 16 percent of the voting age population is now 65 or older, a figure that will continue to rise in the decades ahead as the population ages further. Even more important, recent elections have shown that the elderly actually vote in much higher proportion than younger citizens. There is, thus, a growing presumption that issues affecting older Americans will get favored political attention. Expenditure on these citizens has, indeed, expanded rapidly. As a proportion of the federal budget, it was 13 percent in 1960, rose to over 25 percent by 1981, and, if nothing is done to check the rate of increase, will rise to as much as 35 percent in 2000 and 65 percent in 2020!

It should not be difficult, in view of these trends, to see what two of the nation's principal challenges will be in the coming years: How to make the most of the limited number of productive workers there will be then in proportion to nonproductive Americans by better preparing today's children for the heavy responsibilities that lie ahead for them and how, in a period when resources will inevitably be limited, to reconcile, in an equitable and humane manner and with maximum long-range benefit to the nation, the insatiable demand for expenditure of public and private funds on the elderly with the competing needs and claims of younger age groups.

In a sense, these problems are simply different formulations of the same basic issue — how Americans generally can be persuaded to be concerned about the nation's future needs when they are fully absorbed with their own present wants. The problem is particularly acute in regard to the elderly who have a powerful sense of having earned, and, therefore, of being entitled to, the benefits they are getting and, presumably, are not particularly concerned about the longer-run future, since they are not going to be here to experience it. Furthermore, they have the justification for their position that their poverty rate, despite the public programs designed to help them, is still, at 15.3 percent, higher than the general rate, with another 10 percent living close to the poverty line.

It may, however, not be the elderly alone who have a diminished sense of concern about the future. This may also be a characteristic of the large baby-boom generation whose formative years have been marked by expectations of ever-rising real incomes, by the initiation of large new social insurance programs and the growth of private pensions, by the appearance of new conventions that advance immediate self-gratification as a worthy social goal, and, finally, by sustained high inflation that discourages saving. For all of these reasons one would not expect this generation to have a particularly keen appreciation of the necessity to balance the claims of the present against the needs of the future.

In view of the seriousness of these demographic issues, it is not surprising that I am deeply saddened and disturbed by current efforts to dismantle many of the social programs established over the preceding decades — programs that were not confined simply to helping those members of the society who are least able to help themselves but were aimed broadly at developing the nation's human potential. My concern now is that there will be societal and individual costs involved in this reversal of direction many times greater than the costs of the programs themselves and ultimately a loss of talent to the nation that could seriously weaken its future



competitive ability in the world. It took years to summon up the national will to put these programs in place, and now they are being torn down with a degree of haste and thoughtlessness that is truly astonishing.

In 1982, it is clear beyond any doubt that moves are under way to bring about a fundamental change in the social policies of the nation and the social role of the federal government. No longer are the government's taxing and spending powers to be used to achieve social equity or as a mechanism for the redistribution of income. No longer are they to be used to try to ameliorate the effects of poverty and discrimination or to solve social problems. No longer are they to be used for the broad development of all the nation's human resources. Government, it is claimed, can accomplish those purposes better by promoting economic growth and reducing inflation.

This, of course, is an attractive proposition to those who are not poor because it offers the prospect of reduced taxes. It seems suddenly that a magic way has been discovered to meet the nation's social needs without anyone having to meet the cost. That is pure self-delusion. Economic growth has never by itself guaranteed that the necessary investment will be made in broad human resource development. Nor has such growth ever raised substantial numbers of those at the bottom of society out of poverty. The metaphor of all the boats rising with the tide may be good imagery, but it is poor social analysis, and it will be even poorer in the type of economy we can expect in the future where there will be little or no opportunity for the unskilled or for those suffering the varied debilitating effects of prolonged social deprivation.

The argument is also made that the states can better meet society's needs than the federal government. However, only if the states receive sums of money from Washington equivalent to what it would have spent, with strict instructions that those funds are to be used for the same purposes, will this be possible, and on neither count is that the intent. The predictable result will be that the states with the most resources and the most sense of social obligation will do the best they can. Many states on the other hand will do little or nothing to take up the slack, thereby compounding the already existing problem of the inequitable treatment of some Americans simply because of their place of residence.

The contention is also made that the shortfall in federal dollars can be made up by the business sector, foundations, voluntary organizations, and churches. This claim is, frankly, ridiculous to someone who is well informed about the entire field of philanthropy. These groups are of enormous importance and essential to a healthy society, but they do not have the capacity even to begin to substitute for the federal role. Indeed, as federal programs are cut, many of the nation's most valuable voluntary organizations, which have depended heavily on federal support, are seeing their capacity to provide services to the needy disappear. They are, thus, in the position of being asked to do more by the same administration that is simultaneously weakening their viability as organizations. This situation naturally makes for considerable bitterness and dismay within the social welfare community.

In short, there simply is no feasible way for the federal government to transfer its social role elsewhere in the society without causing a national abdication of



responsibilities that we have no choice but to meet if we are to have a prosperous and secure future. Amidst all the rhetoric about the alleged mischief inherent in the federal social role this is a central reality of which we cannot afford to lose sight.

Approaching the end of 1982, more than 11 million workers are unemployed, and huge deficits are anticipated in the federal budget for the next few years. Generous tax cuts have failed to stimulate economic growth and have so increased the federal deficit that the country has been obliged to institute a large tax increase. In this situation of a depressed economy and looming federal deficits, further cuts have had to be made in social programs by the Congress. The principal sacrifices, therefore, have been made by the poor rather than equally on the part of all income groups. Fortunately, questions are at last being raised about reductions in defense spending, which was vastly increased during the past year on the illogical and unconvincing grounds that the decline in the *proportion* of the federal budget going to defense over the previous decades was *prima facie* evidence that our defense capacity itself had also declined.

One can see now that the nation is at a fork in the road. If it goes down one road, the guiding philosophy will be clear: This is the view that a federal social role is wrong in principle and cannot, in any event, be afforded if we are to retain a strong defense capability. It must, therefore, be reduced, if not totally eliminated. There will be a legitimate social role for the states if they choose to exercise it, but, essentially, a growing economy will largely obviate the need for public provision of social services by making it possible for virtually all families to purchase them privately out of their earnings. The federal taxing and spending power should be used for no other social purpose than basic social insurance and the provision of assistance to the "deserving poor"—those who qualify by virtue of old age, illness, or physical handicap.

If the nation goes down the other road, the guiding philosophy will be equally clear but totally different. The basic assumption will be that the federal social role is entirely legitimate — indeed mandated in the general welfare clause of the Constitution — and that it should be reinstated as soon as possible and even, perhaps, expanded into new areas of need. The assumption, further, will be that no matter how buoyant the economy becomes there will always be a sizable group in society whose members must receive public assistance if they are to live decently and if their children are to have anything like an equal chance in life. Finally, it will be assumed that, since a vigorous social role by the national government is fundamental to the maintenance of a stable society and to the development of its human resources and hence its security, the country will give the social role the priority necessary for it to be fully funded.

While conceding that there are very powerful, well-financed interests working to see that the nation continues to go down the first of these two roads, it is my firm conviction that sooner or later, and probably sooner, the nation will revert to the second road. I say this because I believe that down the first road there lies nothing but increasing hardship for ever-growing numbers, a mounting possibility of severe social unrest, and the consequent development among the upper classes

and the business community of sufficient fear for the survival of our capitalist economic system to bring about an abrupt change of course. In short, just as we built the general welfare state in the 1930s and expanded it in the 1960s as a safety valve for the easing of social tension, so we will do it again in the 1980s. Any other path is simply too risky.

It would, of course, be fine if the free enterprise system were functioning in a way that ensured equality of opportunity for all, employment at decent wages for everyone who wanted to or needed to work, and a distribution of economic rewards sufficiently equitable to meet basic standards of fairness. But, unfortunately, as well as our modified capitalist system serves most of us, it serves some of our fellow citizens very poorly. Because their lives have been blighted by such misfortunes as racial or sexual discrimination, poor nutrition, lack of medical care, inferior schooling, and substandard housing in dangerous, depressed neighborhoods, these citizens are simply unequipped to compete in the type of post-industrial society we have today and will have increasingly in the future.

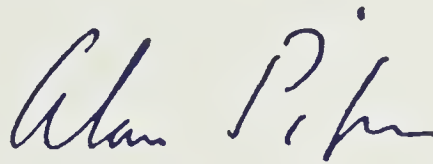
One of the purposes behind the expansion of the general welfare state in the 1960s and early 1970s was to remove the barriers that inhibited the upward mobility of disadvantaged Americans and to help at least some of them reach a point where their further progress would be self-sustaining. With all its faults, this was an undertaking characterized by hope, dignity, and compassion, and in many cases it did work. We are abandoning this strategy now for harsh policies that deny assistance to many who need it desperately, that take support away from people who have the will to succeed but need some help, and that shift the blame for misfortune from society to the victims.

It is possible, of course, that the majority of Americans — those of us who live comfortable, secure lives — will be able to abide the contradiction of poverty and human misery amidst plenty, our consciences dulled by facile rationalizations of one kind or another. We did, after all, live for much of our history as a nation with legalized segregation of the races and with discrimination against women. We were content to allow some 20 percent of our people to live in poverty until as late as the 1960s. We permitted all kinds of injustice to endure while giving lip service to a Constitution that prohibits it. And these, alas, are evils toward which we are now returning in the name of "getting the government out of our lives."

Nevertheless, I remain hopeful. I believe that some Americans will begin to understand the longer-term negative consequences for the nation's economy and for its security of a prolonged failure to invest adequately in human resource development. Others, I think, may find that they were more deeply affected by the great democratic advances of the 1960s than they realized and will become increasingly uneasy about a society that not only condones inequality but promotes it through its basic public policies. A third group may begin to comprehend that the existence of the general welfare state, far from being a disaster for the nation, has been a great boon to it, in that the reform and social amelioration it has provided over the past half century have offered an alternative to revolution and have served thereby to preserve our American economic and political institutions through a turbulent period of world history.

For my part, although I will no longer be at the helm of the foundation, I will be continuing to exert my fullest efforts in other, and, I hope, no less productive, ways to help build the kind of society in which I believe so staunchly—one that is humane, caring, and provident in developing the talents of all its people.

In closing, I should say that I have been privileged to serve this great institution as its leader, and I shall always be grateful for that opportunity. Leadership, of course, is rarely the work of one person but is a shared enterprise. My deepest thanks and appreciation go to my colleagues on the staff and the board of trustees and especially to David Robinson, the Corporation's executive vice president, who for the past 12 years has consistently offered both wise and supportive counsel.

A handwritten signature in cursive script that reads "Alan Piper". The signature is written in dark ink and is positioned above the printed name.

President





*The Report  
on Program*





# *The list of grants*

During the year ended September 30, 1982, the trustees approved \$14,421,794 for a total of 93 grants and appropriations, including \$1,071,075 for the international program. There were 90 grants, including 27 to schools, colleges, and universities, and 63 to other organizations; 3 appropriations were made for projects administered by the officers. This year the Corporation also made two program-related investments.

The charter of the Corporation provides that all funds are to be used for "the advancement and diffusion of knowledge and understanding." Grants must be broadly educational in nature but not necessarily limited to the formal educational system or to educational institutions. The foundation has made it a policy to select a few areas in which to concentrate its grants over a period of years. These areas, which are described in succeeding pages, fall under the headings of higher education, elementary and secondary education, early childhood, public affairs, and the international program. The program areas in turn are divided into subcategories representing some of the Corporation's current priorities. Grants that do not fit easily into these categories are listed in the "other grants" section.

In the past, the Corporation has had programs in the arts and in medical education and the delivery of health services but no longer makes grants in these areas. The foundation does not operate scholarship, fellowship, or travel grant programs. It does not make grants for the basic operating expenses or facilities of schools, colleges, or day-care centers. Nor does it provide general support for social service agencies or fund endowments.

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the aims and methods of the project, the personnel involved, and the amount of financial support required. The officers review all proposals in light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment.

# Higher education

In its higher education program, the Corporation's primary interest is to aid the search for long-range solutions to the problems created by enrollment declines, financial constraints, and other difficulties now facing educational institutions. Toward this end, the foundation is assisting groups of institutions working together for common purposes and is encouraging efforts by colleges, universities, and educational organizations to improve productivity and make the most effective use of available resources without sacrificing educational quality. Another concern within this program area is to find ways of strengthening the research libraries of the nation through cooperative, cost-effective projects, particularly those that help them utilize new technologies to improve their operations.

The Corporation is also seeking ways to increase opportunities for individuals of all ages and backgrounds to obtain college degrees. The emphasis is on so-called nontraditional study — off-campus degree programs for adults, the assessment of experience-based learning, and the evaluation for college credit of courses offered in noncollegiate settings such as business and industry. Recently, the Corporation has been supporting projects that deliver nontraditional education to students through telecommunications and other technologies, making it possible for students to pursue higher education without regularly attending campus-based classes.

In addition to encouraging colleges and universities to develop nontraditional programs of study, the Corporation supports other means for improving educational and professional opportunities for women and minorities. These include projects designed to document and distribute information about institutional policies and practices that are supportive of, or detrimental to, women and to improve the visibility and contacts of women in administration. The Corporation also takes note of the special problems experienced by predominantly black colleges and assists them through grants to central organizations offering services to these institutions.

The Corporation contributes fellowship support to the American Council of Learned Societies and the Carnegie Institution of Washington for basic research in the humanities and natural sciences. The Corporation does not provide direct funding for scholarly research except in cases where that research relates to other program interests.

## *Encouraging more effective use of resources*

### **Council of Independent Colleges (CIC)**

**\$350,750**

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CIC, based in Washington, D.C., is a national association representing 270 small, private liberal arts colleges, most of them heavily dependent on tuition to pay their operating costs. With this one-year grant it is assisting approximately 120 of its members in such key areas as developing new revenue sources, increasing and managing financial aid, and improving student recruitment and retention. In a



series of regional workshops, experts from CIC's National Consulting Network are meeting with institutional managers to draw up plans of action for each campus that will address their most pressing concerns. Workshops for academic deans focusing on their role in strategic planning, and institutes for college presidents are also being offered as part of the project.

**Consortium for the Advancement of Private Higher Education (CAPHE)**

**\$200,000\***

The Corporation has initiated an effort to establish an organization, to be known as CAPHE, which has the goal of assisting selected private colleges and universities in designing model solutions to problems that might affect their future. CAPHE, which would be funded by a consortium of corporations and foundations, would provide technical assistance and grants to as many as 300 private higher educational institutions over a six-year period. The focus of its activities would be on six major issues: financial management, mission and marketing, new revenue sources, organizational change, staff development, and educational planning. This appropriation was made by the Corporation to contribute to the start-up costs of CAPHE.

**Associated Colleges of the St. Lawrence Valley**

**\$157,500**

The upstate New York consortium of Clarkson College of Technology, St. Lawrence University, the State University Agricultural and Technical College at Canton, and the State University College at Potsdam is known as the Associated Colleges of the St. Lawrence Valley. Since its establishment in 1970, the consortium has launched several activities such as cross-registration and exchanges of research equipment. In 1979, Corporation support enabled the consortium to undertake more formal interinstitutional planning that resulted in over 100 cooperative arrangements including 16 curricular projects. This three-year grant provides additional funding for these activities and is also permitting the consortium to initiate joint faculty appointments between pairs of colleges and other faculty-sharing programs. A portion of the funds will pay for the dissemination of information, through publications and presentations at educational association meetings, about the cost savings and other results achieved by the consortium.

**Five Colleges**

**\$150,000**

One of the oldest and better known undergraduate consortial arrangements is composed of Amherst, Hampshire, Mt. Holyoke, and Smith colleges, and the University of Massachusetts. Incorporated as The Five Colleges, it received a Corporation grant in 1977 to establish an Academic Cooperation Development Fund, which underwrites such cooperative efforts as joint faculty appointments, communal purchases of equipment, mutual curriculum planning, and faculty sem-

*\*Program administered by officers of the Corporation.*

inars. During its first years of operation, the Fund focused on several selected fields, including applied mathematics and East Asian studies. This three-year grant is enabling the Fund to expand its activities to additional academic departments.

**Western Interstate Commission for Higher Education (WICHE)**

**\$85,000**

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Reductions in state government budgets mean less money for higher education, with graduate programs particularly vulnerable to cost cutting. WICHE, a cooperative agency created in 1951 by 13 western states, is seeking to offset some institutional cutbacks by sharing graduate resources on a regional basis. The organization has compiled an inventory of existing western graduate programs, organized a system for collecting data on regional planning problems, and sponsored a demonstration arrangement involving five northwestern states working together to create 33 regional graduate programs that students in the area may enroll in through participating public and private institutions. Since 1977 the Corporation has given WICHE \$353,000 in support of these activities. This grant is enabling WICHE to expand the project over an additional three-year period.

**University of Maryland**

**\$15,000**

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George Keller, former assistant to the president of the University of Maryland, is writing a book to inform educational leaders about different kinds of planning approaches, their strengths and weaknesses and how they can be applied to the demographic, financial, and academic problems confronting colleges and universities. Keller emphasizes strategic planning, which takes into account the changing external environment as well as internal factors that may affect institutions. Strategic planning is a relatively new planning approach used by American corporations; it has seldom been applied to American higher education. This grant is permitting Keller to interview a number of eminent corporate and academic planners and visit several institutions that have implemented successful planning programs.

**National Association of College and University Attorneys**

**\$15,000**

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Joseph P. O'Neil, executive director of the Conference of Small Private Colleges, is using this grant to write a booklet inventorying a number of promising revenue-raising ideas which college administrators and trustees might consider introducing on their campuses. Among the strategies being explored by O'Neil are tax-leveraged financing mechanisms, alternative types of financial aid, and flexibility in long-term contracts. Both the positive and negative aspects of a number of specific creative financing ideas are to be listed, as are references for further information. The booklet is being produced and disseminated by the National Association of College and University Attorneys.



**Interuniversity Communications Council****\$162,500**

The Interuniversity Communications Council (also known as EDUCOM) is a consortium of colleges, universities, and related organizations interested in the application of technology to education. EDUCOM is using this grant to help establish an electronic mail system, called Mailnet, that will link together the growing number of campus-based electronic mail networks. Mailnet permits a user to send and receive messages on his or her computer system even if the correspondent has a different one by programming one computer to act as a central hub that automatically connects to different computer systems and then retrieves and disseminates inter-campus messages. Fifteen colleges and universities are participating in Mailnet during the project's pilot year. Because the system is expected eventually to cover its own costs, this grant is being made on a partially recoverable basis in which half the grant funds will be returned to the Corporation.

**Massachusetts Institute of Technology (MIT)****\$4,900**

The Consortium on Financing Higher Education is an association involving 30 private colleges and universities including Harvard, Yale, and Stanford universities, and MIT. Its purpose is to facilitate joint studies and services relating to the financing of higher education. In order to improve the efficiency of its communications, the Consortium is instituting an electronic mail service designed to link the staff at its headquarters with personnel at member institutions. The project is being paid for by this grant, which is being administered by MIT.

*Nontraditional study***National University Consortium for  
Telecommunications in Teaching (NUC)****\$737,250**

Several earlier Corporation grants contributed to the development of NUC, which is a consortium of educational institutions and public television stations. Its goal is to make higher education, based on televised and print materials, available to adult learners whose job schedule, geographic location, or other physical or economic limitations make attending classes on campus difficult. NUC uses British Open University materials or produces its own. It currently offers bachelor's degree programs in the humanities, the behavioral and social sciences, and technology and management. The television component of the courses is broadcast through satellite distribution by public television stations and cable systems. Local institutions enroll and direct the work of student participants. During NUC's second year of operation, 15 colleges and universities and more than 650 students took part in the project. This supplementary two-year grant in support of NUC's work is enabling the consortium to accept a minimum of 15 additional higher educational institutions with associated television stations as members and helping it to create and adapt new courses. The University of Maryland University College and the Maryland Center for Public Broadcasting are also providing funding.

**American Association for Higher Education (AAHE)**

**\$370,000**

Telecommunications offers colleges and universities an exciting opportunity to teach students who want—or need—access to nontraditional methods of instruction. AAHE, a Washington, D.C.-based association concerned with improving the quality of postsecondary education, has established the Center for Learning and Telecommunications to inform educational decision makers about various telecommunications models and technologies that can be adapted for use in providing educational services. This two- to three-year grant, building on previous Corporation support, is allowing the Center to expand its initial activities in a variety of ways, such as increasing the number of subscribers to its bimonthly digest, *Telescan*, which reports on developments relating to telecommunications in higher education. As part of this next phase of its work, the Center is also initiating a Program Improvement Service that will produce monographs about subjects of particular interest to a number of institutions, including how faculty members can be involved in telecommunications projects. In addition, a computerized Information and Reference Service is being developed in response to the large volume of inquiries received by the Center.

**Clearinghouse for Community Based Free Standing Educational Institutions**

**\$45,000**

Founded in Washington, D.C., in 1976, the Clearinghouse serves 45 independent, nontraditional educational institutions that primarily enroll minority and disadvantaged students. It has been given two previous grants by the Corporation: the first to provide technical assistance to member institutions interested in achieving accreditation and the second to establish evaluative criteria and standards that are appropriate to community-based education. This three-year award is helping to support a "minigrant program," which the Clearinghouse has conducted since 1977 with the assistance of the Fund for the Improvement of Postsecondary Education. Under the program, members receive small grants to produce new curricula, strengthen administrative and financial functioning, and create strategies to solve community problems, and in other ways to further institutional development and improve educational services.

*Opportunities for women and minority-group members*

**Association of American Colleges (AAC)**

**\$300,000**

AAC's Project on the Status and Education of Women was established in 1971 with funds from the Corporation, the Danforth Foundation, and the Exxon Education Foundation. Under the direction of Bernice Sandler, it is the central source of information about governmental and institutional policies and practices relating to women in higher education. Over 18,000 individuals and organizations, including college and university personnel, policymakers, and women's groups regularly



receive up-to-date information concerning the implementation of federal laws and regulations and developments on campuses leading to the elimination of sex discrimination in educational institutions. The Project has been credited with doing a great deal to advance the cause of women in higher education, yet institutions using its services praise its objectivity and practical approach. This grant, to be used over the next three years, brings the Corporation's contributions to the Project to a total of \$917,000. During this time the Project will institute a pay subscription system for its newsletter and reports that should strengthen its funding base. Additional support has been provided by the Ford Foundation.

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**American Council on Education (ACE)****\$192,000**

ACE, with a membership of more than 1,300 colleges and universities and 175 national and regional associations, is dedicated to improving educational standards, policies, and procedures within the system. Since 1977 its Office of Women in Higher Education has used two Corporation grants to organize the National Identification Program (NIP) to help overcome the poor advancement record for women at the highest levels of academic administration. Part of the problem is that women qualified to take leadership positions are not well known outside their own institutions and lack contacts within higher education that could help them to move ahead. NIP has begun to change this situation in a number of ways, particularly through state and national meetings that bring together women administrators and educational policymakers who may be able to assist the women's careers. In addition, NIP sponsors forums for women to discuss both educational issues and personal advancement. In the past few years, NIP has demonstrated its success: numerous high-level appointments of women have been made that may be directly attributed to the program. This grant is providing two more years of funding for NIP, which now operates in all 50 states, two metropolitan areas, and Puerto Rico.

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**Radcliffe College****\$326,740**

For most academic women the tenured ranks of higher educational institutions still present a significant barrier to career advancement. Nationally, 70 percent of male faculty members have achieved tenure as compared to only 49 percent of their female counterparts. Two previous Corporation grants assisted Radcliffe College in organizing a fellowship program giving selected untenured women from universities across the country the opportunity to undertake research and writing, develop needed professional experience, and obtain the visibility and credentials necessary to compete for the relatively few tenure positions that become available. To date, 20 women have participated in the program, which is conducted by Radcliffe's Mary Ingraham Bunting Institute. This four-year grant is enabling 12 additional women from research universities to work at the Institute on a two-year, half-time basis, or for one full academic year. The program is structured not only to make a crucial difference in the careers of these women, but also to call attention to the potential for tenure of other junior faculty women.

**Feminist Press****\$200,000**

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*Everywoman's Guide to Colleges and Universities* is a directory that has been compiled by the Feminist Press, with assistance from the federal Fund for the Improvement of Postsecondary Education, for prospective women students. It is based on a questionnaire that nearly 600 institutions responded to, providing detailed information on topics ranging from their academic programs to the availability of day care on or near campus. In addition to listing key aspects of this data, the publication rates five factors — opportunities for student leadership, the percentage of women faculty, the percentage of women administrators, the presence of women in the content of the curriculum, and the support of women's athletic programs — that might affect different women's choices of where to continue their education. The first printing of *Everywoman's Guide* is being paid for by \$140,000 of this recoverable grant. The income from the sales of the first edition will be used to repay that sum to the Corporation. If the publication goes into a second printing, the remainder of the grant, \$60,000, will be used to cover the cost, and later repaid from sales.

**Hunter College of the City University of  
New York****\$15,000**

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During the past 10 years approximately 28 centers for research on women have been organized across the country. All of them share an interest in expanding and publicizing research on women in order to contribute to the formation of public policies and educational programs that will improve conditions affecting women's lives. The National Council for Research on Women, directed by Mariam Chamberlain, who is affiliated with Hunter College, was established to help these centers assist one another to function more effectively. This grant paid some of the costs of a planning meeting and the development of reports on five types of cooperative activities that the Council might oversee, including collaborative research projects, mutual aid on planning and financing, and fundraising.

**National Association of Bank Women (NABW)  
Educational Foundation****\$15,000**

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NABW, an organization of women bank officers, has used previous Corporation grants to design a nontraditional bachelor's degree program for bank women that provides them the management training and educational credits required to qualify for upper-level jobs. The program, which is a model for the delivery of high-quality nontraditional degree work, offers peer counseling, credit for prior learning, and a series of two-week institutes sponsored by four higher educational institutions. With this grant Anne Bryant, educational director of the NABW Educational Foundation, is surveying the students, institutions, and employers involved to determine its impact on the careers of women participants. She will then explore and report on alternative methods of delivering the program that will both preserve its most effective components and make it accessible to more women.



**Atlanta University Center (AUC)****\$375,000**

AUC, which was founded in 1929, is a consortium of six diverse, predominantly black institutions of higher education: Atlanta University; Clark, Morehouse, Morris Brown, and Spelman colleges; and the Interdenominational Theological Center. A major collaborative project is a newly built library which houses all six institutions' holdings and provides services in one centrally located facility. Other AUC activities aimed at consolidating administrative and academic programs, and thus reducing costs while increasing effectiveness, include cross-registration of students, a joint Department of Computer Science, a bookstore, a campus security system, and a Dual Degree Engineering Program. This grant is assisting AUC's work over a three-year period while it concentrates on raising an endowment fund. The Ford Foundation is also contributing support.

**Massachusetts Institute of Technology (MIT)****\$15,000**

In June the Association of Black Administrators at MIT sponsored a national conference for black administrators and faculty members, along with other academic personnel, to discuss issues of common concern: economic retrenchment; the commitment of white institutions to black administrators; upward mobility for black administrators; and how blacks can deal with the problem of having a dual allegiance to white administrations and black constituencies. Corporation funds paid the expenses of some of the participants in the conference.

*Miscellaneous***Carnegie Institution of Washington (CIW)****\$625,000**

Andrew Carnegie established CIW in 1902 for the encouragement of scientific research. Its five research departments—the Hale Laboratories in Pasadena, California; the Department of Terrestrial Magnetism and the Geophysical Laboratory in Washington, D.C.; the Department of Embryology in Baltimore, Maryland; and the Department of Plant Biology at Stanford University—are among the best in the world for training young scientists in the fields of astronomy, geophysics, and biology. In the Corporation's early years it gave general support to CIW. Since 1956, however, the foundation has confined its grant-giving to fellowship support for postdoctoral research. This grant renews such support at the rate of \$125,000 per year for five years. CIW has been making a special attempt to recruit minorities and women as postdoctoral fellows and is committed to continuing that effort.

**American Council of Learned Societies (ACLS)****\$500,000**

ACLS, one of the three major sources of fellowship support for postdoctoral research in the humanities (the National Endowment for the Humanities and the John Simon Guggenheim Memorial Foundation being the other two), funds about 120 individuals each year. Over the past ten years the Corporation has contributed \$1

million to a fellowship program aimed at encouraging young academics to study new disciplines and methodologies, thus counteracting overspecialization and stimulating more lively teaching. The current five-year grant is assisting a program begun by ACLS in 1975 and known as the Recent Recipients Fellowships. Applicants for these awards must be within three years of having received the doctoral degree and must spend a minimum of six months in full-time research in the humanities or in humanistic social sciences. The goal of the Recent Recipients Fellowships is to enable scholars who are at critical points in their careers to complete a significant piece of research within their own field.

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**National Student Educational Fund (NSEF)****\$250,000**

State- and system-wide student associations (SSAs) are multi-campus coalitions concerned with the provision of high-quality, low-cost higher education. Many of their activities are aimed at influencing educational decision makers on questions of importance to students, such as financial aid and tuition policies. Although there are now approximately 70 SSAs across the country, much of their leadership is lacking in knowledge and experience about administration, fundraising, and other organizational techniques. Previous Corporation support enabled NSEF, in cooperation with the United States Student Association (USSA) to produce a series of technical assistance manuals designed to help SSAs strengthen their operations. NSEF and USSA are now using these materials as part of a Student Leadership Training Project they have established to provide direct technical assistance to SSAs and to groups of female, minority, and disabled students. One of the primary goals of the Project, which is being funded with this three-year grant, is to encourage communication and coalition-building among the different student organizations.

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**University of California, Berkeley (UCB)****\$215,000**

The Bay Area Writing Project (BAWP) began in 1974 as a cooperative venture involving UCB and a number of schools and colleges in the San Francisco Bay area. Its goal is to upgrade students' writing skills by improving the quality of writing instruction. The workshops and summer institutes sponsored by BAWP have become a forum for the exchange of ideas and approaches for the teaching of writing and for helping teachers themselves to develop their own writing skills. Participants, who are drawn from middle schools, high schools, and community colleges, are also trained to assist their own and other institutions in implementing more effective writing throughout all areas of the curriculum. In 1979, the National Writing Project, which is administered by BAWP staff, was set up to disseminate these activities across the country. It has now grown to include multiple sites in 13 states. Among the new emphases being added to the National Writing Project's programs during the course of this two-year grant for its work is a special focus on the problems of students with language difficulties. Three previous Corporation grants supported the efforts of BAWP and an evaluation of its results.



**Academy of Independent Scholars****\$75,000**

In 1979, Kenneth Boulding and Lawrence Senesh founded the Academy of Independent Scholars to serve retired scholars and also former leaders in business, labor, government, and civic organizations who seek opportunities for continued creative work. The Academy brings together interdisciplinary groups of educators to work on problems that affect the United States and the world and convenes meetings at the initiative of its members. It also held a summer institute in 1980 for high school students to discuss economic growth, energy, and the quality of life. In these and other ways the Academy acts as a catalyst for putting the ideas of highly experienced individuals to use. This two-year grant, in conjunction with Mellon Foundation funding, is helping to pay for the Academy's activities while its staff and board develop programs to increase membership with the aim of becoming self-supporting.

**American Council on Education (ACE)****\$15,000**

ACE used previous grants from the Corporation and the Ford Foundation to establish the National Student Aid Coalition which brings together the many groups—educational institutions, private agencies, state and federal government, and organizations representing students—that share specific concerns about student aid policies and administration. The Coalition's goal is to promote coherence among a complex array of policies and procedures that affect the lives of students and involve billions of dollars. This grant is permitting a Coalition task force to complete an examination of long-range policy and planning issues relating to federal support of student financial aid.

**Hobart and William Smith Colleges****\$15,000**

What is higher education's responsibility to help students consider issues relating to nuclear war? This question was the subject of a symposium held last March in Washington, D.C., by Hobart and William Smith Colleges, the American Council on Education, and the Association of American Colleges. Faculty members and administrators involved in curricular planning for more than 100 public and private colleges attended the meeting, which addressed such topics as what the academic disciplines can contribute to an understanding of the use of nuclear weapons. The Corporation paid part of the expenses associated with the gathering. Additional funding was provided by the Rockefeller Family and Associates.

## *Elementary and secondary education*

The elementary and secondary education program concentrates on the public schools. The challenge for the program has been to find a way in which the Corporation, with its limited resources, can help the schools fulfill their obligation to educate all the nation's children. The foundation has been primarily concerned that school systems pay closer attention to children whom they have served less well in the past—children who are poor, who are from minority groups, or who are classified as low achievers. Underlying this concern is the assumption that some children may need to be given more time, effort, and resources by schools if their adequate levels of performance are to be ensured.

In its grant making, the Corporation has focused its attention on projects that urge and enable school personnel and school systems to specify goals for what they should achieve with children, to measure whether these goals are being met, and then to change their methods if needed. Toward this end the Corporation has chosen to concentrate its grants in two areas. First, the foundation continues to help groups outside the public schools to represent the interests of children less well served and to work with school personnel in seeing that educational resources and programs meet these children's needs. Various strategies include advocacy and litigation with respect to children's rights, monitoring the implementation of governmental programs serving minority and poor children, and helping parents of these children to have a voice in educational decision making. Second, the Corporation is promoting the development of tests that are better than current standardized measures of educational outcomes. The current tests may not be valid indices of achievement in specific subjects taught in school. Also, scores on such tests are not interpreted directly in terms of the level of skill or knowledge on a subject implied by a score. Better tests would allow educators and the public to understand more clearly what students are in fact able to do, and that understanding could in turn inform efforts to raise educational standards and ensure that all children reach adequate levels of performance.

An additional emphasis of the elementary and secondary education program is to explore ways in which technical and inservice support can assist school personnel in achieving their goals with children and cope with the demands that a serious effort to educate all children is likely to place upon them. Related to this is the Corporation's support for increasing minority representation within school systems, primarily through the training of minority administrators.

The Corporation also provides some support for research on the basic processes involved in children's learning, either as part of the background required for designing tests of the development of skills or as a way of understanding differences among cultural groups, leading to practical ways schools can accommodate the needs of all children. Other areas of interest to the foundation's elementary and secondary education program include projects that promote equal opportunity for women and girls.



Recently, the Corporation has begun to explore whether there might be some appropriate role for it to play in applying modern information technologies (micro-computers, videodiscs, telecommunications, etc.) to the improvement of public education.

The Corporation does not make grants for the support of individual schools, nor does it support the development of specialized curricula in the arts, drug education, population, or other subject areas.

*Monitoring and advocacy*

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**Lawyers' Committee for Civil Rights Under Law**

**\$510,000**

Chapter I (formerly known as Title I) of the Elementary and Secondary Education Act of 1965, which provides federal funding for compensatory education programs in public schools, is the largest source of federal education revenues for local districts — providing over \$3.1 billion in 1981. With a recent shift in federal education policy, however, funding levels for Chapter I have declined and many of its guiding principles have been eliminated or weakened. The Federal Education Project (FEP) of the Lawyers' Committee for Civil Rights Under Law, based in Washington, D.C., monitors the administration and enforcement of Chapter I by federal and state agencies and offers information and assistance to parents and others who want to understand and examine local school programs. Under this two-year grant, FEP is monitoring the major changes taking place in Washington and conducting a study of their effects on the educational services available to disadvantaged students. Data will be collected on the changes in fiscal, administrative, and instructional practices from a sample of states and school districts. Recommendations for alternative ways of allocating state and federal funds in order to improve the quality of compensatory education will result from the study.

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**California Rural Legal Assistance  
(CRLA) Foundation**

**\$265,000**

Since its inception in 1966, CRLA has served as a model for the delivery of free legal services to the poor. Until recently, it was almost fully supported by the federal Legal Services Corporation, but that funding, like many other federal outlays for social programs, has now been cut back. Despite this reduction in its financing, CRLA's work is continuing. This two-year grant will help the CRLA Foundation enforce the educational rights of California students who are mainly Hispanic and whose parents are migrant farmworkers. Only 40 percent of California's sizable migrant student population enter the ninth grade and only 11 percent enter the twelfth. There are a number of barriers to migrant students continuing their education, including the lack of bilingual programs in many California schools. Using such methods as litigation and organizing community action, the CRLA Foundation is attempting to improve conditions in the four areas that most directly affect the educational opportunities of farmworkers' children: migrant education, special education, proficiency testing, and bilingual education.

## **Center for Law and Education**

**\$220,000**

There are an estimated 3.6 million school-aged children of limited English-language proficiency in the United States, and the number is expected to grow. The court system has become the major forum for answering questions about whether state and local authorities can be held to any minimum standards of accountability in the education of these students. In Texas, two major court cases, *U.S. v. Texas* and *Castaneda v. Packard*, have the potential of setting precedents favorable to the educational rights of language-minority children. Roger Rice of the Center for Law and Education in Cambridge, Massachusetts, has served as co-counsel for the plaintiff-intervenors in both these cases. Along with another Center attorney, Camillio Perez-Bustillo, Rice is pursuing the Texas litigation as well as related cases elsewhere. In conjunction with the attorneys' work, the Center staff is developing training and education programs for community members, parents, and advocates to ensure their informed participation in the continuing national debate over language policy. The efforts of the Center and its attorneys are being supported by this two-year grant.

## **Statewide Youth Advocacy (SYA)**

**\$208,100**

Recent modifications in federal laws have increased the states' responsibility for designing and regulating compensatory education programs. As a result, Statewide Youth Advocacy, Advocates for Children of New York, the Public Education Association, and the United Parents Association, have formed a consortium to monitor compensatory and remedial education programs in New York State in order to maintain and strengthen state and local commitments to educationally disadvantaged youth. The consortium, headed by SYA, is examining how the state monitors and enforces its own program requirements and is keeping track of administrative and legislative responses to federal changes. Periodic reports of local and state studies will be made available to the consortium's constituencies and to state policymakers to help them evaluate the impact of federal changes in the education of the underprivileged and devise appropriate responses. A two-year grant is supporting these efforts.

## **Mental Health Law Project (MHLP)**

**\$200,000**

MHLP, a Washington, D.C.-based public interest organization, has in recent years played a central role in national-level activities, including advocacy and litigation, aimed at ensuring fulfillment of the legislative provisions of the Education for All Handicapped Children Act of 1975 (PL 94-142), which guarantees the right of mentally and developmentally disabled children to a free public education. With the aid of this two-year grant, MHLP will continue its efforts to see that handicapped children are not excluded from school; that institutionalized children receive basic educational services; that legally mandated individualized education programs are provided to handicapped students; that handicapped children who can



be educated in regular classes are placed there; and that special supplementary services are made available to those handicapped children in regular classes who need them.

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**Advocates for Children of New York (AFC)****\$165,000**

AFC is a community-based organization that represents and assists children with special educational needs and their parents. It received an earlier Corporation grant to design training courses for community school boards, parent associations, and other groups and individuals concerned with the implementation of the 1975 Education for All Handicapped Children Act (PL 94-142). Along with the Public Education Association (see below), AFC has also played a significant role in two recent class-action suits involving charges that handicapped children were not receiving proper evaluation and that they were being assigned to inappropriate or racially segregated classes. An additional Corporation grant permitted AFC to help enforce the resulting court order for more effective assessment of the problems of handicapped students. This two-year award is permitting AFC to continue its work on the two cases in which it will monitor efforts to eliminate the waiting list for student evaluation and placement. Another issue that AFC is working on through its individual advocacy and school monitoring activities is the development of more effective remedial instruction programs in the New York City school system.

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**Public Education Association (PEA)****\$150,000**

The federal Education for All Handicapped Children Act, passed in 1975, requires that individualized diagnostic and educational attention be given to all children judged by their parents and teachers to be educationally handicapped. It also mandates parental involvement in the planning of these services, which must be provided in the "least restrictive environment" allowed by the child's needs, i.e., the normal school setting, if at all possible. PEA, a citizens' group concerned with improving public education in New York City, has been aiding attempts to increase compliance with the law since its inception. Toward this end, PEA conducts policy studies, disseminates recommendations, and testifies before legislative bodies. With this two-year grant, PEA, which has received previous Corporation funding, is continuing these activities while also undertaking a study of some of the model programs for delivering special educational assistance that are now being tested in city schools. Among the issues it is examining is the role of school-based support teams, which are formed to help schools evaluate the problems of handicapped students.

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**Citizens' Council for Ohio Schools****\$108,000**

The Citizens' Council for Ohio Schools, with offices in Columbus and Cleveland, was formed in 1974 as an advocacy organization working on behalf of better education for all children in the state. There are five main areas with which the

Council is concerned: desegregation, school finance, children out of school, vocational education, and citizen participation in educational reform. Among its many activities, the Council conducts an extensive program of research and publication production intended to inform the public about these issues. It also makes recommendations to educators and state legislators about methods of dealing with Ohio's educational problems. This three-year grant, supplementing earlier Corporation funding for the Council, is supporting its efforts to bring the many questions relating to children who are not in school—whether through suspension, truancy, or dropping out—to the attention of policymakers. As with the Council's other undertakings, the project is beginning with the research and writing of a position paper on the subject. The Council receives additional support from a number of Ohio foundations and corporations.

**National Coalition of Advocates for Students (NCAS)**

**\$75,000**

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NCAS, formerly known as the Discipline Group, was established in 1979 to monitor the activities of those federal agencies that deal with school discipline issues. It represents some of the best and most experienced education advocacy organizations in the United States concerned with the rights of children in public schools. Recent reductions in federal funding for educational programs and the shift in authority to state and local governments, however, have made NCAS members recognize that effective advocacy will involve different strategies on their part. Joan First, project director, and her staff, are using this two-year grant to strengthen NCAS by expanding its membership and by offering such services to member organizations as sharing information and expertise or improving the effectiveness of local groups. The overall goal of NCAS is to forge a new role for advocacy organizations in the 1980s. The Ford Foundation is also providing support.

*Testing and accountability*

**Boston College**

**\$10,840**

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The case of *Debra P. v. Turlington* challenged the Florida State Department of Education's mandate that students must pass a functional literacy test before being allowed to graduate from high school. Ruling on the action, the U.S. Fifth Circuit Court of Appeals declared that an educational system using minimum competency testing as a diploma requirement must establish that the test has "curricular" or "instructional" validity. George Madaus, head of the Center for the Study of Testing, Evaluation, and Educational Policy at Boston College, organized a conference that brought together academics, lawyers, and others to work out an understanding of what actually constitutes curricular and instructional validity and how they may affect the evaluation of particular tests. This grant paid for editing and disseminating the conference proceedings. The Ford Foundation also provided support.



**National Institute for Work and Learning****\$7,000**

The National Assessment of Educational Progress (NAEP), which is funded by the federal government and administered by the Education Commission of the States, is the best mechanism, apart from standardized tests, for gaining a broad national and regional picture of what students are actually learning in schools. Based on an annual survey of the educational attainment of students, its purpose is to provide information that can be used to upgrade the educational process. Last year, Willard Wirtz and Archie Lapointe of the National Institute for Work and Learning used Corporation support to review NAEP's activities since it was founded in 1968. This grant permitted them to complete and disseminate a report containing recommendations for ways that NAEP's findings can be made more useful to educators and to the public. The Ford and Spencer foundations also contributed to the project.

*Training and assistance to school personnel*

**Educational Products Information Exchange  
Institute (EPIE)****\$84,900**

EPIE was founded in 1967 in Stony Brook, New York, to assist those responsible for choosing school textbooks to evaluate and select materials that meet the goals of local school districts and the needs of their students. EPIE stresses that, ideally, books chosen for students should be appropriate to their individual reading levels. One device for ensuring this result is the Degrees of Reading Power (DRP), a test that gives a direct measurement of the most difficult textual passages a child can read effectively. DRP, which has been developed with Corporation funding, is now being used in New York State. This grant is supporting a pilot project instituted by EPIE to allow teachers in six schools in New York City and up to four more schools in Westchester and Suffolk counties to use the analyses obtained by DRP in matching students with reading matter. One outcome of the project will be the production of inservice training materials that teachers can use to apply DRP technology to the improvement of reading and writing instruction.

**Southern Coalition for Educational  
Equity (SCEE)****\$15,000**

SCEE, headed by Winifred Green, is an advocacy organization concerned with improving public schools in the South. With this grant, it is carrying out a pilot project to demonstrate that one school in New Orleans with a poor educational record can upgrade its performance with the cooperation of parents, school authorities, teachers, and students. Specific improvement techniques were developed by SCEE and the school and community leaders involved in the project and were introduced into the school at the start of the fall term. It is hoped that, if this undertaking is successful, the process can be expanded to additional schools in the South and lead to increased confidence in the public school system.

**National Institute for Work and Learning**

**\$213,200**

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Experiments with the use of microcomputers, videodiscs, and telecommunications in education suggest the possibility of some real breakthroughs in the teaching of basic skills to low-achieving students and of improving educational achievement for everyone. It is uncertain, however, whether this promise will be realized or whether the schools will be full participants in this technological revolution. Under the auspices of the National Institute for Work and Learning, located in Washington, D.C., Marc Tucker, formerly associate director of the National Institute for Education, is using this two-year grant to conduct a survey and evaluation of the potential and problems involved in this new technology. The results will appear in a series of papers that contain analysis, recommendations, and a guide to people and services in the field. Concurrently, Tucker is offering technical assistance to educational groups that want to use this evolving technology. A Corporation grant is supporting Tucker's salary, part-time research assistance, and travel, computer, and communications costs.

*Miscellaneous*

**Aspen Institute for Humanistic Studies**

**\$2,331**

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The Aspen Institute and the Wisconsin Research and Development Center for Individualized Schooling held a meeting that brought together educators, business leaders, and government officials to consider the possible impact of pending changes in the way that federal support is provided for education and in the federal regulations and guidelines regarding educational activities. This grant paid the cost of preparing background papers for the meeting and of a consultant on bilingual education. The MacArthur Foundation provided additional funding.



# Early childhood

In its early childhood program, Carnegie Corporation's objective is to help ensure the healthy development of all children, with a primary focus on their intellectual development. Recognizing that children's environment affects their physical, social, and intellectual development, the Corporation is funding projects aimed at learning how to enhance children's environment in their first five years and at increasing their learning potential.

More specifically, the Corporation is supporting projects designed to increase knowledge and public awareness of the value of high-quality early childhood education, child care, and parent education, toward the goal of making these available to all families and children who need and seek education and care. The Corporation is currently funding efforts aimed primarily at disseminating the results of research to policymakers and others interested in the development of policies and programs for children, and it is providing support for national organizations striving to improve the quality of children's lives through gathering and reporting data about children's health, education, welfare, and care, advocating on behalf of children, monitoring the development and implementation of federal legislation designed to serve children, and when necessary, litigating on behalf of children. Recently, the foundation has assisted a limited number of state and local groups that analyze the adequacy of policies affecting children and advocate increasing and upgrading the services available to parents and children in their communities.

For more than two decades, Carnegie Corporation has supported research into the nature of cognitive processes and the development of intellectual competence in youngsters. It is continuing to fund a limited number of basic research projects in this area. At the present time the Corporation is not supporting the development of curricula or demonstration programs in early childhood education, the training of teachers for early education or day care, or the operation of day-care and pre-school education programs.

*Advocacy for children and their families*

## **Children's Defense Fund (CDF)**

**\$1,000,000**

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CDF, headquartered in Washington, D.C., is dedicated to helping policymakers, social agencies, and other institutions understand and address the various conditions surrounding the lives of American children. Under the direction of its president, Marian Wright Edelman, CDF has focused its attention on six major areas: the right to education, child health, child welfare, child care and family support, housing for families with children, and mental health. In each area it has documented problems affecting large numbers of children, outlined remedies, and worked with the media, with networks of advocacy groups, and with government officials to place the needs of children and their families higher on the nation's public policy agenda. Among the new projects being undertaken by CDF is the preparation of



state and local action kits designed to assist individuals and organizations concerned with children in dealing with the effects of federal budget cuts on programs in their communities. Since 1969, the Corporation has made grants totaling \$2.1 million for CDF's activities. This grant continues that support for three more years.

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**National Black Child Development Institute (NBCDI) \$300,000**

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NBCDI, founded in Washington, D.C., in 1970, is the only national advocacy organization focusing specifically on the needs of black children. Its efforts, aimed at improving the quality and availability of care and education for black children, include seminars and conferences, publication of books and newsletters, research on black child development, and monitoring of public policies regarding children and families. Under an earlier Corporation grant, NBCDI began organizing a network of community affiliates in order to broaden its base of support and encourage local follow-up of gains made at the national level. Members of local chapters receive information, training, and technical assistance on effective advocacy for improved services, systems, and policies that have an impact on children in their own cities and states. Over 30 advocacy groups have already joined the network, and NBCDI intends to increase that number, especially in state capitals. This grant is helping to support NBCDI's activities over the next three-year period. Several other foundations and the Administration for Children, Youth, and Families are also providing funding.

*Social policy with respect to children and their families*

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**Twin Cities Public Television \$45,000**

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A wealth of information is available on the problems children have growing up in the United States, but its dissemination has usually been limited to the medium of print. In order to reach a wider audience, Twin Cities Public Television, in Minneapolis/Saint Paul, and John Merrow, a producer at National Public Radio, are developing a series of seven documentary television programs, entitled *Your Children, My Children*, for national broadcast. These programs will examine important questions concerning children and their relationships with society, their parents, and each other, to be followed by local and regional radio call-ins. Merrow will write a book based on the series which will be released in conjunction with the television broadcast. Corporation funds supported the completion of the project's planning phase. The Dayton Hudson Foundation and two of its operating companies have contributed to the production costs of the series.

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**Action for Children's Television (ACT) \$15,000**

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Although children watch an average of 27 hours of television each week, there is little documentation on how programs aimed specifically at children attempt to help them understand the changing roles of nonwhites, of women and girls, and

of nontraditional families. ACT, an advocacy organization in Newtonville, Massachusetts, examined television's portrayal of these groups by monitoring a week's offering of children's shows in the Boston area. Researchers then analyzed how many times minority, female, and nontraditional family characters appeared in the broadcasts and how they were depicted. Conclusions based on their work were published in a three-part report entitled, "Representations of Life on Children's Television." The Corporation and the Ford Foundation provided funding.

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**Wellesley College****\$40,000**

The Center for Research on Women was founded by Wellesley College in 1974. Initially focusing on women in higher education and the professions, it has now broadened its research program to five areas: employment, families, higher education, minority women, and adult development and aging. The staff of the Center concentrates on small-scale research projects with direct implications for public and private policies affecting women. The Center also sponsors conferences on such subjects as women's advancement in the corporate world and the impact of employment on family life. Three earlier Corporation grants helped to launch the Center. This additional grant in support of the Center's work is being used over a two-year period while it works on widening its base of private support.

*Design of programs for children and families*

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**National Council of the Churches of Christ  
in the U.S.A. (NCC)****\$250,000**

Although about one-third of all day-care centers for children in the United States are housed in church-owned buildings, current data do not provide a coherent picture of the extent of church involvement or the quality of the child-care services offered. In 1980, the Corporation made a grant to NCC which permitted the Reverend Eileen Lindner, director of its Office of Child Advocacy, and two colleagues to develop a plan for a study of day care in churches. Entitled the Child Day Care Project, the study is intended to raise the church community's awareness of its role in providing good child care and to offer materials and information that will permit churches to improve oversight of programs offered in their facilities. With this two-year grant, the Council staff is gathering and analyzing data on church-housed services and field testing materials they have developed for ultimate use by day-care centers in improving their services.

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**Public Schools of Brookline****\$56,650**

The Brookline Early Education Project (BEEP), sponsored by the Public Schools of Brookline, is an experimental program offering comprehensive health and educational services to young children and their parents. Its intention has been to determine whether such services, under public school auspices, can enhance children's development during the first five years of life and reduce handicaps to learning in the



early elementary years. The Corporation has contributed more than \$2.6 million toward the educational services and research aspects of BEEP, while the Robert Wood Johnson Foundation has funded the health component. This grant helped to pay for the final collection and analysis of data on the program children still in the Brookline Public Schools and on most of those who moved after two or more years' participation. An additional study is being done on BEEP's effects on parent involvement with the public schools, since anecdotal evidence suggests that BEEP parents are much more active advocates for their children with teachers and other school personnel than are other parents. The results of both studies will be included in a final report.

*Advancement of research on child development*

**University of California, Los Angeles**

**\$302,870**

Although an increasing number of American children are raised in nontraditional family structures, little systematic research has been done on the effects of various arrangements on children's cognitive, emotional, social, and physical development. Beginning in 1972, Bernice Eiduson, a psychologist at the University of California, Los Angeles, and her multidisciplinary team of colleagues, undertook a long-term study of children reared in each of four types of family environments: communes, unmarried couples, single-parent families, and, for comparison, traditional two-parent families. Observation of the 200 children began at birth and will conclude at the end of second grade. This two-year grant, which brings the Corporation's investment in the project to \$1,239,466, has enabled the researchers to collect data on the children in the first grades of school, focusing on whether variations in family styles and child-bearing values produce systematic differences in children's social and intellectual adjustment to the world outside the family. Eiduson and her co-investigator, Thomas Weisner, an anthropologist, plan to write a book for human service professionals and the public, summarizing the main findings of their research. The National Institute of Mental Health is also a major contributor to this study.

**Harvard University**

**\$230,000**

Howard Gardner and Dennis Wolf are among the growing ranks of psychologists who believe that a child's ability to convey meanings and to communicate thoughts, experiences, and feelings is one of the more important developmental events to occur during the preschool years. Working at Harvard University's Graduate School of Education, they are investigating how communicative competence evolves in young children through seven diverse symbolic systems: language, numbers, "pretend" play, movement, music, drawing, and three-dimensional construction. Under a previous Corporation grant, Gardner and Wolf documented the general course of symbolic development in children between the ages of two and five. With this three-year grant, the researchers are turning their attention to children between five and seven, the years when they learn to transform earlier symbolic activities



like speaking and drawing into concise written records, or "notations." Notational symbols such as letters or numbers are important tools for helping children to communicate with others, and skill in their use is essential to success in school and, later, in employment. By studying a group of 32 children from a range of socioeconomic backgrounds, the researchers hope to analyze the development of several notational styles. The research may have implications for how different children can best be taught to improve their abilities in this area.

**New England Medical Center**

**\$85,400**

Because conventional tests of infant development rely so heavily on speech and on gross and fine motor ability, children with intact intellectual capabilities but slow verbal and/or motor development or with serious behavior problems may be labeled mentally retarded or intellectually delayed. Philip R. Zelazo and Richard B. Kearsley of the New England Medical Center in Boston have recently created procedures to determine a young child's capacity to process visual and auditory information without the demonstration of speech or motor skills. Tests to validate these newly devised methods as an alternative to the usual examinations have been carried out with funds from the Office of Special Education of the U.S. Department of Education. This grant is allowing them to carry out additional analyses of their data, complete an education manual and a research monograph, and write a book in nontechnical language about the assessment and education procedures.

# Public affairs

The primary concern of the Corporation's program in public affairs is the advancement of social justice and equal opportunity for all. Grants concentrate on those who are disadvantaged because of their race, sex, handicap, language, or youth.

Projects supported are aimed at helping groups left outside the mainstream of American society to gain greater participation in the political, legal, and educational systems and achieve fair representation of their interests in decision-making processes. These include broad public education and litigation activities focusing on issues such as desegregation of the public schools, bilingual/bicultural education and mainstreaming of children with handicapping conditions. Some of these projects relate directly to major objectives of the elementary and secondary education program and are described in that section of the report.

This year, the foundation funded three projects that inform the public about the importance of the Voting Rights Act, which serves to assure that minority citizens play a full part in the electoral process. Projects that examine how access to, and representation in, the political system can be achieved by minority-group members will continue to be funded.

The public affairs program also seeks to develop minority leadership through assistance to minority-run organizations engaged in education and training. In addition it gives grants to strengthen organizations supporting the concerns of minority citizens in the society and improve certain public and private policies in their behalf.

The program gives attention to improving the status of women through support of projects that encourage them to play effective public leadership roles and that explore public and private policies influencing their economic activities.

## *Voter rights and education*

### **Mexican American Legal Defense and Educational Fund (MALDEF)**

**\$100,000**

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The Voting Rights Act of 1965 is the principal legislative protection of the voting rights of blacks and other minorities. Since 1975, the Act has required that provisions for bilingual elections be made in some 200 counties throughout the country as well as in the entire states of Texas, Arizona, and Alaska. Until recently there has been no documentation of how various bilingual election systems used in different areas have affected the voting patterns of Mexican Americans. MALDEF, located in San Francisco, California, is a national advocacy organization dedicated to improving opportunities for Mexican Americans and Hispanics generally. Robert Brischetto, project director, and his staff conducted a survey of 20 counties—10 each in Texas and California—in order to construct profiles of Mexican American voter registration and turnout for the 1980 presidential election. In conjunction with this research, 600 Mexican Americans were polled in four of the 20 counties



that have the best and worst records of voter turn-out in order to determine how bilingual election procedures contributed to rates of participation. This grant paid for the project's staff, office, travel, and computer expenses.

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**NAACP Special Contribution Fund****\$60,000**

The release of 1980 population statistics to the states by the U.S. Bureau of the Census has triggered a redrawing and reapportionment of state legislative and Congressional election districts in 42 states. However, if district lines are drawn in such a way that predominantly black communities are combined with or fragmented among larger white communities, the possibility that a black candidate will be elected is greatly reduced. To the extent that the interests of the black and white communities differ, the opportunities of black voters to advance their interests at the polls are thus undermined. In an effort to protect black community concerns during this reapportionment process, the NAACP Special Contribution Fund is examining the redistricting plans developed in 22 states for possible racial bias and dilution of the black voice in electoral politics. Its aim is to provide technical assistance to both NAACP branches and other community groups in the design, analysis and revision of alternative reassignment plans. This two-year grant is supporting the preparation of demographic information, and of travel and other expenses incurred by NAACP's Washington bureau.

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**University of South Alabama****\$15,000**

At-large elections are those which are held on a city-, county-, or state-wide basis rather than to fill a particular legislative seat representing one specific election district. In some instances, especially in the South, it has been charged that the establishment of at-large elections has significantly diluted the voting power of minorities who are often concentrated within individual election districts. This grant, along with funding from the Rockefeller Foundation, is permitting Peyton McCrary, professor of history at the University of South Alabama, to carry out a study of discriminatory intent in the creation and maintenance of at-large elections. He will survey and analyze those cases that may become serious vote-dilution lawsuits and then select for study a sample number of communities represented in these cases in order to examine their electoral histories and the political context in which the decision to institute an at-large election scheme was made.

*Strengthening minority leadership and organizations*

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**Mississippi Action for Community Education (MACE)****\$376,850**

MACE was established in 1967 with a grant from the Ford Foundation to provide community development assistance to the rural Mississippi Delta region and to upgrade economic and social conditions for the area's black population. Working through affiliates in 16 counties, it has used federal and other funding to initiate a





**State University of New York, Albany**

**\$271,200**

Women in the United States are still poorly represented in public policymaking positions in the civil service. To address this problem, the Center for Women in Government was established at the State University of New York, Albany, in 1978, with the goal of improving the status of women in public employment. Its program of research, training, and coalition-building has been extremely effective in identifying and removing barriers to women's advancement in state agencies and in assisting individual women to make gains in their own careers. The Center is using this two-year grant to support activities that include research on civil service career ladders and promotion processes and technical assistance to advocacy groups composed of women in entry, mid-level, and high-level state civil service jobs who are concerned with issues that have an impact on women's lives and work. The Center is also conducting a series of training sessions in Albany and New York City for women in both state and city public sector positions that focus on analyzing policies affecting women and families and on the skills needed to influence legislative decisions in this area.

**Coalition of Labor Union Women (CLUW)  
Center for Education and Research**

**\$235,000**

In 1981, one out of every four American union members was female, but women held only between 7 and 12 percent of the elective and appointive positions within their unions. Founded in 1974, CLUW, based in Washington, D.C., is the one existing membership organization that addresses the interests of union women. Implementing affirmative action in both the workplace and the union and increasing participation by women in their unions are among its major objectives. The Center for Education and Research, established in 1978 as CLUW's educational arm, has carried out several studies and conducted short-term instructional, planning, and conference programs. Using this three-year grant the Center is undertaking its first long-term project to develop a curriculum and training model to foster union leadership among its female members. As part of the project, a national union and labor education conference and three regional meetings will be held. The project is overseen by a high-level advisory panel as well as by CLUW's own board.

**Wells College**

**\$230,000**

The Public Leadership Education Network (PLEN) was created by Wells College in collaboration with the National Women's Education Fund and the Center for the American Woman and Politics, which is part of the Eagleton Institute of Politics at Rutgers University. Funded by three earlier Corporation grants, PLEN programs, which are now offered by seven other colleges along with Wells, are aimed at increasing women's concern about, and preparation for, political participation. Workshops, courses, internships, and other models have been designed and shared

by the colleges in order to train students and community women in the practical political skills necessary for organizing campaigns, lobbying, or running for elective office. The colleges involved in PLEN are using this two-year grant to plan and implement new programs, produce a resource guide describing their public leadership education efforts, and support related activities.

*Miscellaneous*

**American Assembly**

**\$15,000**

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The American Assembly, an affiliate of Columbia University, was founded in 1950 to provide information and stimulate discussion on matters of public interest. This grant allowed the Assembly to hold a meeting focusing on the tensions and relationships that exist among ethnic groups in the United States and on ways of mobilizing these groups in support of issues of common concern. Meeting participants, who included legislators and leaders of various ethnic communities, considered questions regarding immigration, urban problems, bilingualism, and the effect of changes in the American political system on minorities. One goal of the gathering was to produce suggestions for national policies that might be adopted in each of these areas. Additional funding was provided by the Ford Foundation.



## Other grants

Each year there are always a few Corporation-supported projects that do not necessarily fall directly within the four major U.S. program areas but that are nevertheless important to the aims and charter of the foundation. Some relate to the roles or functioning of philanthropic institutions in American society; some grow out of the Corporation's historical traditions; and others prove to be the start of new directions in grant making.

### *Foundations and nonprofit institutions*

#### **Urban Institute**

**\$300,000**

Private, nonprofit organizations provide much of the health care, cultural activity, higher education, civic life, public advocacy, and social services in American society, and they are a principal vehicle through which private resources are applied to the pursuit of public purposes. Little is understood, however, about their basic scope, direction, and function, or about the extent to which they have become involved in the operation of public programs and are financed by government. Lester Salamon, director of the Urban Institute's Center for Public Management and Economic Development Research in Washington, D.C., is conducting a major study of the relationship between government—particularly the federal government—and nonprofit organizations. The researchers are monitoring developments within nonprofit organizations in 12 different sites around the country ranging from rural areas to large cities. In addition they are collecting data through mail surveys of about 7,200 organizations, case studies, and other means. A major book detailing the project's findings is expected to be ready in 1985. This two-year grant is supporting the project, which has also received broad support from foundations and corporations.

#### **Yale University**

**\$300,000**

Five years ago, Yale University established the Program on Non-Profit Organizations with a mandate to amass a body of information, analysis, and theory relating to nonprofit organizations (including hospitals, educational institutions, cultural groups, and foundations), to stimulate the interest of the scholarly community in research and teaching in this field, and to generate information that will assist decision makers in addressing major policy and management dilemmas that confront the voluntary sector. Under the direction of John Simon, professor in the Yale University Law School, the project has two additional goals: to clarify the tasks that governmental, business, nonprofit, and other types of organizations carry out within American society and to add an international perspective to the research. The Corporation is continuing its support of the Program with this five-year grant.

**National Committee for Responsive Philanthropy (NCRP) \$150,000**

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The Commission on Private Philanthropy and Public Needs, also known as the Filer Commission after its chairman John H. Filer, spent two years studying the role of foundations, corporate philanthropy, and traditional charities operating in this country. Serving in an advisory capacity to the Commission was an *ad hoc* coalition of social change, minority, women's, and volunteer organizations, called the Donee Group, which criticized private philanthropy on the grounds that it had been generally unresponsive to the needs of these types of organizations and which offered its own recommendations for reform. In 1976, after the Filer Commission disbanded, the Donee Group established NCRP, a broader-based coalition. Through research, advocacy activities, and information dissemination, NCRP encourages changes in private philanthropy in an attempt to make it more accessible and accountable to public interests. The Corporation has made two previous grants for the work of NCRP and has renewed its support over a three-year period.

**Center for Responsive Governance \$15,000**

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Bruce Smith of the Brookings Institution and Nelson Rosenbaum of the Center for Responsive Governance, both in Washington, D.C., are using this grant to help produce a report on the current status of the voluntary sector. The primary objectives of their examination are to increase understanding of the history and activities of human service agencies and other nonprofit groups and to document the prospects of different types of institutions within the voluntary sector for developing new sources of support to replace funds being eliminated through federal cutbacks. The Ford Foundation, the Rockefeller Brothers Fund, and Independent Sector are also contributing to the project.

**Connecticut State Department of Education \$14,250**

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The subjects of volunteerism and nonprofit philanthropy have not generally been included in school curricula, partly because of a lack of instructional materials. The Connecticut State Department of Education is working with the Program on Non-Profit Organizations at Yale University to produce a teacher resource guide entitled *Volunteerism and the Nonprofit Sector*. The guide will assist educators in the social sciences in developing teaching programs to help students understand how the voluntary activities of individuals and groups have influenced American history, to increase their awareness of the nonprofit sector as a major vehicle by which citizens can have an impact on important national and local questions, and to learn about related issues. This grant is paying most of the costs of the project.

**Center for Effective Philanthropy \$10,000**

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Established in 1981 by a group of former foundation executives and corporate consultants, the Center for Effective Philanthropy in Cambridge, Massachusetts,



conducts research and educational programs that will enhance the ability of donor organizations to make the most productive use of their resources. The Center intends to provide direct technical assistance to private and corporate foundations, helping them to identify and develop new program areas, becoming involved in the various stages of the grant-making process, and carrying out related efforts. This award, along with support from the Rockefeller and William and Flora Hewlett foundations, paid some of the Center's start-up costs.

*United States-South Africa relations*

**Investor Responsibility Research Center (IRRC) \$28,000**

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IRRC was established in 1972 to monitor and report on corporate responsibility issues of interest to nonprofit institutional investors. It now has more than 170 subscribers, including public and private universities, bank trust departments, churches, foundations, and other shareholders. In recent years, one of the major questions most frequently raised at corporate annual meetings concerns the activities of American companies doing business in South Africa. IRRC has responded by producing a large number of reports on this subject. Under a Corporation grant the organization has conducted two related studies of the domestic pressures being brought to bear on American companies in South Africa and those companies' reactions. One has focused on university policies, such as divestment of stocks and bonds from companies with South African ties, and the other on corporate practices, particularly their commitment to equal employment in South Africa.

**Massachusetts Institute of Technology (MIT) \$5,500**

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Frederik van zyl Slabbert is a prominent South African scholar and parliamentarian. This grant enabled MIT to invite him to visit the United States in the fall to hold discussions at MIT and with other groups and individuals in industry, government, and higher education in order to inform them about the most recent political and social developments taking place in South Africa. His purpose was to assist those who are concerned with South Africa's future in playing a role that will help the country steer away from a course of confrontation.

*Miscellaneous*

**National Academy of Sciences (NAS) \$450,000**

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Since 1918 the Corporation has made over 100 grants for the activities of NAS or its operating arm, the National Research Council, which provides scientific advisory services to the government. NAS produces approximately 200 federally commissioned reports each year, but its current president, Frank Press, would like to see it take a stronger lead in bringing critical issues to the attention of the American public and be less reactive to the concerns of governmental bodies. This three-year grant is contributing to a new program of NAS-initiated projects that is also being supported by the MacArthur and Mellon foundations. Under the special



program, NAS might study the possible divisive aspects of severe competition in high-technology fields between industrial democracies or open a dialogue with Soviet and Chinese academics on questions of national security and arms control.

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**South Carolina Educational Television Commission** **\$183,000**

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For 23 years, South Carolina has had the most comprehensive educational telecommunications operation of any state in the nation. In a typical day, the state-governed network, with its multi-channel capacity, transmits over 170 television programs filling more than 80 hours of viewing time. Broadcasts include higher educational credit courses, preschool education, adult education, and continuing professional education for doctors, teachers, lawyers, and many other groups. The network is now planning to shift its programming distribution to a new microwave system that will double its outreach capacity while also cutting costs. A pilot project, intended to test the effectiveness of the new system, is currently under way in the city of Columbia. This grant to the South Carolina Educational Television Commission is helping the network to design and evaluate an expanded roster of programs that it will be offering at new sites in Columbia. Examples of programs that are expected to be produced focus on training for day-care providers, for guards at correctional facilities, and for the institutionalized mentally retarded.

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**Food Research and Action Center (FRAC)** **\$15,000**

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In 1981, approximately \$1 billion was cut from the federal budget for the National School Lunch program, causing many schools to cease offering subsidized lunches to students. As a result, three million children, nearly one-third of whom are poor, no longer receive a meal at school. FRAC, a nutrition advocacy organization in Washington, D.C., used this grant to help sponsor a conference that brought together experienced food service providers, public officials, and others to consider ways of maintaining high-quality school meals programs despite reductions in federal support. The information produced by the meetings was incorporated into a booklet and disseminated to communities across the country to assist decision makers on school boards and in local governments in considering alternatives to discontinuing their school lunch programs.

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**Human Services Forum** **\$15,000**

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The Human Services Forum was established in Washington, D.C., in 1981 to investigate questions and problems relating to the delivery of human services. This grant is permitting Jule Sugarman, secretary-treasurer of the Forum, and Gary Bass, senior associate at the Human Services Information Center, to prepare a report examining issues that will have an impact on the future of human services, including the current state of national policies affecting them, new trends that are beginning to emerge in those policies, and how the services themselves can be improved. In addition, the researchers are exploring the idea of organizing a

national commission, under either public or private auspices, that would take an in-depth look at the whole range of human service programs in this country.

**Grinnell College**

**\$15,000**

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Andrew Carnegie built Skibo Castle in 1898 in Sutherland County, Scotland. He and his wife Louise spent their summers there, and it was the scene of innumerable gatherings of Carnegie's friends and associates, including university presidents, prime ministers, and American businessmen. After the deaths of Andrew and Louise Carnegie, Skibo Castle was passed on to their daughter, Margaret Carnegie Miller. Joseph Wall, a professor at Grinnell College and the author of the definitive biography of Andrew Carnegie, is using this grant to write a history of the Castle during Mrs. Miller's ownership, which covers the period from approximately 1948 until 1982, when it was sold and passed out of the family. (A previous book by William Calder describes the Castle's earlier years.)

## *International program*

Throughout most of its 71-year history, the Corporation has maintained a small program of grants for international purposes. Due to a special gift from Andrew Carnegie, approximately 7½ percent of the Corporation's funds can be spent each year in "Canada and the Colonies." Successive charter changes have defined the area in which the Corporation can make grants as those countries which were British dominions, colonies, protectorates, or protected states as of April 1948, even though they might now be independent nations. The Corporation's current geographic emphases are southern Africa, the Caribbean, and, to a lesser extent, the South Pacific.

In considering applications, special attention is given to educational projects that support peaceful change in southern Africa. In the Republic of South Africa the emphasis is on developing and supporting black leadership, encouraging communication among racial groups, and increasing the protection of all citizens under the law. In Zimbabwe, priority is given to projects which address the educational needs of the country accompanying the recent transition to majority rule.

The international program also reflects the general interest of the Corporation in supporting work to improve the rights and status of women. The foundation is funding selected efforts, primarily in the Caribbean, to integrate women's economic interests and needs into national and regional development planning.

In addition, the Corporation seeks to promote international communication and exchanges of information about issues affecting the regions described above. These efforts involve limited support for conferences, meetings, travel, and publications.

### *Southern Africa*

#### **University of Cape Town (UCT)**

**\$200,000**

Between 1928 and 1932, the Corporation financed an effort that became known as the Carnegie Commission on Poor Whites, which studied and reported on "the process of impoverishment" that excluded many poor white South Africans, particularly rural Afrikaners, from economic advancement. Recent Corporation support assisted Francis Wilson, director of the Southern Africa Labour and Development Research Unit of UCT, to formulate models for a Second Carnegie Enquiry into Poverty and Development. This study would examine the current causes and conditions of poverty in South Africa, as well as issues related to the country's development. During the next phase of the project, which is being funded by this grant, Wilson is overseeing a network of researchers, who are drawing on the expertise of professionals in such fields as agriculture, business, and education in exploring the social and economic factors that contribute to poverty. Their findings will be reported at a conference to be held at UCT in September 1983, after which a commission may be formed to summarize the resulting information and make recommendations for action.



## **Legal Resources Trust**

**\$180,000**

The Legal Resources Center (LRC) is South Africa's first public interest law firm, established in Johannesburg in 1978 with funding from the Corporation, the Ford Foundation, the Rockefeller Brothers Fund, and four South African corporations. It received a second grant from the Corporation in 1980. Under the direction of Arthur Chaskalson, one of the country's foremost lawyers, LRC pursues cases that have the potential of contributing to legal reform. During its first few years of operation, LRC won several significant court decisions involving labor laws, urban housing and transportation, and related issues, which have helped to improve conditions for the black community. In addition, through its work with university legal aid clinics, it has not only provided professional assistance and advice to the students who run them but participated in the litigation of hundreds of consumer and other types of cases brought by groups and individuals. This grant, which is being administered by the Legal Resources Trust, continues support for LRC's activities for an additional three years. A number of South African sources are now also contributing to LRC's work.

## **Institute of International Education (IIE)**

**\$75,000**

Although blacks constitute 84 percent of South Africa's population, their opportunities for higher education are limited, and the few resources that are available to them are under the administrative control of the white minority. In 1980, IIE, an educational exchange agency headquartered in New York City, created the South African Education Program in order to provide scholarships for black South African students to study at American colleges and universities. Its first year's activities included 30 scholarship awards, an effort to inform government, university, and corporate groups about the South African educational institution, and an industrial internship program which allowed students to work and be evaluated by their employers during vacation periods at home. The Corporation is contributing partial funding for the Program's second year of development. The Ford Foundation and a number of corporations and universities are providing tuition grants and other support for the project. In addition, in 1982 Congress allocated \$4 million in the Foreign Assistance Act to be used for black South African students in the United States. Of this sum, \$2.67 million has been granted to IIE for the South African Education Program.

## **Centre for Intergroup Studies**

**\$60,000**

The Centre for Intergroup Studies is a multiracial organization in South Africa working toward improved race relations in that country. It carries out academic and applied research on the three major areas of conflict that affect South African society: racial divisions between whites and blacks, cultural differences between Afrikaans- and English-speaking individuals, and economic/class differences between employers and employees. The results of the Centre's research are used as the

basis for seminars and workshops designed to promote communication about these questions among the people of South Africa. This grant is contributing to the Centre's activities over three years. The Abe Bailey Trust, the University of Cape Town, and the Joseph Rowntree Charitable Trust are also providing funding.

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**Black Lawyers' Association (BLA) \$15,000**

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The BLA, a professional organization based in Johannesburg, is dedicated to promoting human rights, the interests of the black community, and the education of black lawyers in South Africa. Recently it invited a team of black American lawyers and judges to visit South Africa under the leadership of Leon Higginbotham, a member of the U.S. Court of Appeals for the Third Circuit. The trip, which was funded by the Corporation, allowed the Americans to observe the special problems of black lawyers in South Africa and to share with their South African counterparts their experiences in trying to bring about social justice through the legal system.

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**United States-South Africa Leader Exchange Program (USSALEP) \$15,000**

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In 1981 a team of six American educators and university administrators, working under the auspices of USSALEP, undertook an intensive on-site study of higher education in South Africa. The team, headed by John Marcum, academic vice-chancellor of the University of California, Santa Cruz, traveled widely in South Africa, saw virtually every significant higher educational institution and program in that country and spoke to a broad range of academics, both black and white. The results of their investigation are being published by the University of California Press in a book entitled, *Education, Race, and Social Change in South Africa*. This grant assisted with the cost of producing the publication.

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**Yale University \$6,000**

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America's corporate presence in South Africa is always a major issue in any analysis of how that country might move toward a more democratic future. This fall, Yale University's School of Organization and Management sponsored a conference to consider the responsibility of American businesses operating in South Africa, including how they might become more involved in the nation's social progress. This grant helped to pay the costs of the gathering, with additional funding provided by Yale, the Ford Foundation, and a number of corporate sources. The conference organizers plan to publish the proceedings.

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**University of Zimbabwe \$50,000**

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Currently, there are little more than 2,000 students attending the University of Zimbabwe. Walter Kamba, the University's first black principal, has devised a plan that will meet the increased demand for higher education in Zimbabwe by significantly enlarging both the staff and student body of the University so that it can



better contribute to the growth of the country. The Staff Development Programme, which would change the balance between black and white employees to reflect the racial makeup of the student body — the majority of the University's students are black while the faculty remains predominantly white — calls for the use of a wide range of approaches for recruiting and training staff members and for continued staff development after the University's initial expansion. This grant enabled the Programme to begin immediately.

*Women and development*

**University of the West Indies**

**\$200,000**

Although regional approaches to the problems of the small island nations of the Caribbean are complicated by distance, by history, and by political ideology, they are still being actively pursued. One issue that lends itself to regional cooperation is the need to increase opportunities for women to participate in the economic and social development of the area. Previous Corporation grants totaling \$445,000 helped to support the Women and Development Unit (WAND) within the Department of Extra-Mural Studies of the University of the West Indies, which serves as a permanent center for coordinating women's activities in the Caribbean and influencing development planning on their behalf. Under the direction of Peggy Antrobus, WAND has been instrumental in encouraging the creation of governmental structures and policies designed to promote women's economic interests. On the local level, WAND offers training and technical assistance to groups and individuals involved in the production of crafts, vocational programs, and related projects that enable women to improve their skills and income-generating ability. This grant continues Corporation support for WAND for two more years.

**Association of Caribbean Universities and  
Research Institutes Foundation (UNICA)**

**\$6,000**

The contributions that Caribbean women can make to their home nations may be crucial to the social and economic growth of the region. In September UNICA held a meeting in Barbados that brought key individuals from the English-speaking Caribbean who have been working to increase opportunities for women together with their colleagues from Dutch- and Spanish-speaking Caribbean countries. Among the goals of the gathering were to identify methods and programs that have been helpful in advancing women's interests and to consider how women's potential might receive more attention from employers, educators, and policymakers. The Ford Foundation also provided support.

**African-American Institute (AAI)**

**\$92,000**

International economic development planning has scarcely recognized the multiple roles performed by Third World women, much less encouraged the expansion of



their economic participation and, ultimately, their potential for national leadership. Because this problem is particularly acute in Africa, AAI used previous Corporation grants to help organize a Women and African Development Program (WADP) to identify and assist African women from many fields who showed promise of being able to mobilize their nation's concern for women's issues. WADP offered these individuals a broad range of training opportunities, including international travel to increase their understanding of the processes involved in economic and social development and workshops to improve their administrative and managerial skills. During the course of this grant for its work, WADP was fully integrated into the larger AAI program so that all the organization's activities now include an emphasis on assisting women in development. One of WADP's final projects was to hold a conference in Zimbabwe that brought together representatives from government, academic institutions, business, and other groups in 11 African nations to discuss "Women and the Politics of Development in Southern Africa."

### **Population Council**

**\$30,000**

The growing recognition of the importance of women to the economies of developing nations has created a demand for practical information about ways that women can increase their income-generating abilities and upgrade their economic status. Earlier appropriations from the Corporation and the Ford Foundation helped to fund a series of pamphlets describing activities undertaken by Third World women, such as organizing a bus service in a Kenyan village and learning welding and other nontraditional trades in Jamaica, which provide women with instructive and successful examples of how they can upgrade their economic status. The production of the pamphlets, known as the *Seeds* series, is overseen by a committee of individuals with extensive international development experience. This two-year grant to the Population Council, where the project is now based, is contributing to the cost of putting together six additional pamphlets documenting further economic improvement strategies for women. All the pamphlets are written in English and are disseminated through international organizations, governmental agencies, and women's groups. Additional support is being provided by the Ford and Rockefeller foundations.

### **Achola Palo Okeyo**

**\$15,000**

In Kenya there are two national voluntary organizations and one government agency that address economic problems and other issues affecting Kenyan women. Achola Palo Okeyo, a Kenyan social anthropologist, used this grant to collect and examine information about all three groups, including their current activities and past programs, in order to help them determine how successful they have been in benefiting their constituents and to provide them with a basis for planning efforts. She also explored the interrelationships of the organizations and how their institutional structures have influenced what they have been able to accomplish in such areas as national policy and assistance to rural women.

**African-American Institute (AAI)****\$14,775**

In the past, it has been difficult for students in Africa and the Caribbean to locate information about American university courses that might help them become better trained to deal with the needs of their home countries. The Corporation and AAI shared the cost of producing and disseminating *Training for African Development: A Guide to Selected Graduate Programs in the United States*, which provides comprehensive descriptions of graduate programs in agriculture, economics, public health, public administration, planning, and international affairs that have been identified as being particularly relevant to the development process in Third World nations. The directory also makes special note of programs that are targeted toward women and women's concerns. It is expected to be a valuable tool not only for students but for government agencies, women's organizations, and other groups both in this country and abroad that are interested in African and Caribbean education.

*International communication***African-American Institute (AAI)****\$303,700\***

Increased understanding of Africa by American legislators is in large part a result of international and domestic conferences, briefings, and travel opportunities for government officials and others arranged through AAI's Program on Policy Issues in African-American Relations. The Corporation has assisted these activities since 1968 and renewed its support with this three-year grant. Specifically, the funds are being used for three annual African-American conferences, two in Africa and one in the United States; for two regional meetings on African issues for state, local, and other area leaders, including members of the media; and for seminars in Washington, D.C., and New York City for legislative assistants and key aides to Senators and Representatives. In addition, AAI is helping to orchestrate Congressional participation in a European-based conference on southern Africa policy cosponsored by the Danish Labor Movement and the chairman of the Danish Parliament's Foreign Aid Committee. The Program is also supported by the Ford Foundation.

**Teachers College, Columbia University****\$11,000**

Professor Karl W. Bigelow of Teachers College, Columbia University, who died in 1980, was a leader in the development of educational programs in Africa. His association with the Corporation, which began in 1942 when he directed a Teachers College conference for African educators that was funded by the foundation, spanned three decades. During that time he was instrumental in furthering the Corporation's efforts to create effective working relationships between academics in the United States, Great Britain, and Africa. This grant provided partial support for three lectures that commemorated Bigelow's life and work, and for publication and dissemination of a book about his achievements.

*\*Grant appropriated from both U.S. and international funds.*



## *Program-related investments*

The Tax Reform Act of 1969 permitted foundations to make program-related investments (PRIs) in addition to grants. This method of funding, in the form of a loan, loan guarantee, or equity investment, can be used to support a philanthropic undertaking that may generate income in the future. In 1978 the Corporation's trustees approved a plan to make PRIs for institutions or projects that might otherwise qualify for a grant under the Corporation's program.

Last year the Corporation made a PRI of \$100,000 to the Telecommunications Cooperative Network (TCN), a consumer cooperative established in 1979 to combine the purchasing power of nonprofit organizations in order to achieve significant savings on their communications costs and to improve the quality and diversity of services available to them. The Corporation, a member of TCN since 1980, provided it with PRI funds to help it develop its own shared long-distance telephone network that should be introduced by 1982, beginning in New York City. The initial marketing for the network has been directed at colleges and universities, whose volume of long-distance telephone calls constitutes a large and ever-increasing budget item. This year the trustees voted an increase in the TCN PRI which will bring the total loaned to \$494,444. The increased funding will aid TCN in implementing its business plan for the network, which includes an effort to expand TCN's membership substantially (150 educational institutions and nonprofit groups currently belong), augment its program of long-distance services and purchasing of communications equipment, and strengthen its ability to provide technical consulting assistance to members in planning for and procuring communications systems.

Another PRI of \$57,500 was voted for the Institute for Research in History, an organization founded in 1975 by a group of women historians to provide an intellectual community for scholarly research and writing in the humanities independent of university affiliation. The Institute currently has 250 members, about 30 percent of whom are men. Four of the projects initiated by members have been designed as potentially profit-making ventures, presenting the possibilities of augmenting the Institute's basic support from grants and dues, while also providing some members with income-producing alternatives or supplements to their present jobs and of gaining recognition for the economic value of high-quality scholarship in the humanities. The four projects are: *Editors and Scholars*, which provides research, writing, editing, and translation assistance to publishers who then produce and market the results; *Media Answers*, which undertakes historical research for filmmakers; *Scholars in Transition*, which offers a six-week career development program for faculty members and graduate students who want to prepare for nonacademic careers; and *Key Perspectives*, which creates seminars and related services for sale to corporations. This PRI was made in the form of a guarantee to a loan made to the Institute by the National Consumer Cooperative Bank.



## *Program development and evaluation fund*

The Program Development and Evaluation Fund provides a source from which the officers can explore potential new program directions and commit funds for outside evaluations of major Corporation-supported projects. It also allows them to follow up grant commitments with objective reviews of what has been learned. The following allocations, totaling \$99,253, were made from the 1981-82 Program Development and Evaluation Fund:

For a consultant to assess organizational supports to corporations to help them address the needs of working parents	\$23,745
For a consultant to analyze and report on data on minority law students	\$22,025
For an investigation of the process of leadership development within community-based organizations	\$23,745
For a paper on the implications for the society for the increasing proportion of elderly in the United States	\$13,750
For a paper on the demographic characteristics of U.S. society as the proportions of elderly increase	\$3,000
For a report on education about international issues	\$6,690
For a consultant on programs to educate Americans about international issues	\$6,010
For an analysis of the Corporation's grants to domestic institutions for work on international issues	\$5,033

# Dissemination fund

Allocations from the Dissemination Fund assist in the completion of books and other publications that emerge from projects supported by the Corporation and helps to ensure their widespread promotion and distribution. The Fund provides flexibility in selecting significant projects for special attention and has proven to be an economical and effective means of disseminating the results of Corporation grants. The following allocations, totaling \$17,335, were made from the 1981-82 Dissemination Fund:

For editorial assistance for <i>In the Running: The New Woman Candidate</i> and toward a direct mail promotional campaign for the book	\$6,200
For editing, reproduction, and dissemination of a consultant's report on working parents and employers	\$5,000
Toward publication of proceedings from the Nuclear War Conference	\$3,250
For dissemination of brochures announcing the <i>Self-Study Guide on Sex Equity for Postsecondary Educational Institutions</i> to college and university presidents	\$1,505
Toward publication of a book on strategic planning	\$1,380

# *Publications resulting from grants*

Each year a number of books and pamphlets reporting the results of projects funded wholly or in part by Carnegie Corporation are published by commercial and university presses and by research organizations.

Grants in the field of higher education resulted in the following publications:

*A Bibliography of Higher Education in Canada: Supplement 1981*, by Robin S. Harris, Marcel De Grandpré, Hazel Roberts, Hugh L. Smith (University of Toronto Press)

*Building Self-Esteem Through the Writing Process*, by Lynn Howgate (National Writing Project, University of California, Berkeley)

*Ethics in Criminal Justice Education*, by Lawrence W. Sherman (Institute of Society, Ethics and the Life Sciences)

*Evaluation Thesaurus*, by Michael Scriven (Edgepress)

*Everywoman's Guide to Colleges and Universities*, edited by Florence Howe, Suzanne Howard, and Mary Jo Boehm Strauss (Feminist Press)\*

*Financing Community Colleges: An Economic Perspective*, by David W. Breneman and Susan C. Nelson (Brookings Institution)

*Institutional Self-Study Guide on Sex Equity for Postsecondary Educational Institutions*, by Karen Bogart, Jude Flagle, Marjory Marvel, and Steven M. Jung (distributed by the Project on the Status and Education of Women, Association of American Colleges)

*The Post-Land Grant University: The University of Maryland Report*, directed by Malcolm Moos (University of Maryland)

*The Research Universities and Their Patrons*, by Robert M. Rosenzweig with Barbara Turlington (University of California Press)

*Resource Directory: Organizations and Publications that Promote Sex Equity in Postsecondary Education*, by Karen Bogart (distributed by the Project on the Status and Education of Women, Association of American Colleges)

\*The Corporation supported publishing expenses only.



*The Teaching of Ethics in the Military*, by Peter L. Stromberg, Malham M. Wakin, and Daniel Callahan (Institute of Society, Ethics and the Life Sciences)

*The Teaching of Social Work Ethics*, by Frederic G. Reamer and Marcia Abramson (Institute of Society, Ethics and the Life Sciences)

A number of publications addressed issues in elementary and secondary education:

*Ability Testing: Uses, Consequences, and Controversies* (Part I and Part II), edited by Alexandra K. Wigdor and Wendell R. Garner (National Academy Press)

*Becoming a Better Board Member: A Guide to Effective School Board Service*, edited by Luann F. Van Loozen (National School Boards Association)

*The Effects of Standardized Testing: Evaluation in Education and Human Services*, by Thomas Kellaghan, George F. Madaus, and Peter W. Airasian (Kluwer-Nijhoff Publishing, Boston/The Hague/London)

*The Nature and Measurement of Competency in English*, edited by Charles R. Cooper (National Council of Teachers of English)

Several publications concerned with young children reflect the Corporation's interest in that area:

*Learning from Experience: Evaluating Early Childhood Demonstration Programs*, edited by Jeffrey R. Travers and Richard J. Light (National Academy Press)

*New Work Schedules in Practice: Managing Time in a Changing Society*, by Stanley D. Nollen (Van Nostrand Reinhold/Work in America Institute Series)

*Representations of Life on Children's Television: Sex Roles and Behaviors; Portrayals of Minorities; Family and Kinship Portrayals*, three reports by F. Earle Barcus and Judith L. Schaefer (Action for Children's Television)

The following book emerged from the Corporation's public affairs program:

*Ethnic Relations in America*, edited by Lance Liebman (Prentice-Hall)

These books reflect the Corporation's activities in international affairs:

*Modern Psychology and Cultural Adaptation*, edited by Frederick M. Okatcha (Swahili Language Consultants and Publishers, Kenya)

*Personal Rule in Black Africa: Prince, Autocrat, Prophet, Tyrant*, edited by Robert H. Jackson and Carl G. Rosberg (University of California Press)

*Race Discrimination in South Africa: A Review*, edited by Sheila T. van der Horst; assistant editor, Jane Reid (David Philip/Cape Town, Rex Collings/London)

*Race and Ethnicity: South African and International Perspectives*, edited by Hendrik W. Van Der Merwe and Robert A. Schrire (David Philip/Cape Town and London)

*Towards an Open Society in South Africa: The Role of Voluntary Organisations*, edited by Hendrik W. Van Der Merwe, Marian Nell, Kim Weichel, and Jane Reid (David Philip/Cape Town and London)

*Women and the Law: Women in the Caribbean Project, Volume I*, by Norma Monica Forde (Institute of Social and Economic Research, University of the West Indies)

*Women and the Family: Women in the Caribbean Project, Volume II*, by Victoria Durant-Gonzalez, Jean Jackson, Joycelin Massiah, and Dorian Powell (Institute of Social and Economic Research, University of the West Indies)

A publication of special interest is:

*Quangos in Britain: Government and the Networks of Public Policy-Making*, edited by Anthony Barker (Macmillan Press Ltd., London)





*The Report  
of the Secretary*



# *The report of the secretary*

In February, Alan Pifer, president of the Corporation since 1965, announced his desire to relinquish the presidency of the foundation in December 1982. The trustees reluctantly accepted Mr. Pifer's resignation, and the chairman of the board, John C. Taylor, 3rd, appointed a selection committee to make recommendations to the board regarding a new president. The committee was chaired by Helene L. Kaplan; other members were Tomás A. Arciniega, John G. Gloster, David A. Hamburg, Margaret K. Rosenheim, Judy P. Rosenstreich, and Mr. Taylor. The committee held six meetings, three of them for more than one day, and made its report to the full board in June. The committee recommended Dr. Hamburg, who had resigned from the committee after its first two meetings, as the next president of the Corporation. The board unanimously appointed him president, effective December 9, 1982.

Dr. Hamburg, a trustee since 1979, is director of the Division of Health Policy Research and Education at Harvard University, a unit that draws together the resources and research of the faculties of the John F. Kennedy School of Government, the Medical School, and the School of Public Health. Dr. Hamburg is also the University's first John D. MacArthur Professor. From 1975 to 1980, he was president of the Institute of Medicine of the National Academy of Sciences. Prior to that, he was chairman of the Department of Psychiatry at Stanford University's School of Medicine and Reed-Hodgson Professor of Human Biology. Dr. Hamburg received the baccalaureate and M.D. degrees from Indiana University. He interned at Michael Reese Hospital in Chicago and took his residency in the Department of Psychiatry at Yale University's School of Medicine and later at Michael Reese. He is a graduate of the Institute for Psychoanalysis in Chicago. He is a trustee of the Rockefeller University and the Louis B. Leakey Foundation, a member of the board of governors of Tel Aviv University, and a director of the American Association for the Advancement of Science. He also serves on committees of the World Health Organization and the National Academy of Sciences.

The trustees and staff of the Corporation were greatly saddened by the death in June of Richard H. Sullivan, after a long illness. Mr. Sullivan retired as vice



president/finance and treasurer of Carnegie Corporation in October 1981. He had come to the Corporation in 1970 as assistant to the president and worked primarily on the foundation's higher education program. In 1976, he was appointed treasurer, but he continued to have primary responsibility as well for the Corporation's program concerned with research libraries. Prior to joining the Corporation, Mr. Sullivan was president of the Association of American Colleges and then managing director of the American Book Publishers Council. He was president of Reed College from 1956 to 1967, and between 1946 and 1956, he was assistant director of the College Entrance Examination Board and executive vice president and treasurer of the Educational Testing Service. A native of Arcanum, Ohio, Mr. Sullivan graduated from Harvard College in 1939 and received an M.A. degree from Harvard University's Graduate School of Arts and Sciences.

Richard W. Greene became treasurer of Carnegie Corporation on January 1, 1982. At the time of his appointment, he was an independent consultant on business administration matters to several colleges and universities. From 1971 to 1980 he was vice president and treasurer of Wesleyan University. Prior to joining Wesleyan, he was a manager and then a principal in the Management Consulting Department of Peat, Marwick, Mitchell & Co. in New York City, where he specialized in college and university consulting. Mr. Greene is a graduate of Bowdoin College.

The foundation lost a valuable board member when Madeline H. McWhinney retired as a trustee at the annual meeting in December. Ms. McWhinney had been elected to the board in February 1974. She served as vice chairman of the board for two years, was a member of the finance and administration committee for six years, and served on the nominating committee for five years, chairing that committee from March 1979 onward. When the chairman appointed a special trustee committee on the role of the trustees in April 1980, he asked Ms. McWhinney to chair it; that committee reported in February 1981, making recommendations that led to the establishment of an agenda committee.

Ann R. Leven, vice president of The Chase Manhattan Bank, N.A., was elected to fill the seat left vacant by Ms. McWhinney's retirement. Ms. Leven is also an adjunct professor at the Graduate School of Business of Columbia University and recently served on the Presidential Task Force on the Arts and the Humanities. She was previously associated with the Metropolitan Museum of Art, where she served as assistant treasurer from 1970 to 1972 and treasurer from 1972 to 1979. Ms. Leven holds an A.B. degree from Brown University and an M.B.A. degree from Harvard University.

The trustees held regular board meetings on October 8 and December 10, 1981, and February 11, April 8, and June 10, 1982. A two-day retreat to permit in-depth discussion of the Corporation's programs was held at the Wye Plantation in Maryland on March 25 and 26, 1982.

At the annual meeting, Mr. Gloster and Ms. Rosenstreich, whose terms were due to expire, were reelected to four-year terms. Mr. Taylor was reelected chairman of the board and Ms. Kaplan was elected vice chairman.

During the year, the finance and administration committee consisted of Carl M.

Mueller, chairman, Mr. Gloster, Ms. Kaplan, Ms. Leven, Mr. Pifer, Mr. Taylor, and John C. Whitehead. It met on October 22 and November 11, 1981, and January 21, April 15, June 23, July 15, and September 16, 1982.

The nominating committee was composed of Cándido A. de León, Thomas R. Donahue, Dr. Hamburg, Mr. Pifer, and Ms. Rosenheim. It met on October 8, 1981.

The agenda committee, an ad hoc committee of the board established in March 1981, had as its members, Dr. Hamburg, Mary Louise Petersen, Mr. Pifer, Anne Firor Scott, and Mr. Taylor. It met on October 8 and December 10, 1981, and February 11, March 26, and June 10, 1982.





*The Report  
of the Treasurer*



# The report of the treasurer

The annual financial statements and additional financial tabulations for Carnegie Corporation of New York appear on pages 73 through 100. The following comments highlight and supplement the information presented in the financial statements.

## Investment matters

On September 30, 1982, the market value of the Corporation's investment assets was \$380.7 million, compared with \$335.0 million one year earlier.

The table below shows the composition of these investment assets, together with net realized gains or losses on transactions during the year.

### Investments on September 30, 1982

	Market value	Percent of total	Net realized gain (loss) on investment transactions during year
Main portfolio:			
Equities			
Common stocks	\$231,992,509	60.9%	\$17,409,120
Convertible securities	4,752,255	1.2	1,558,247
Fixed income securities			
Short term	27,816,272	7.3	—
Intermediate and long term	97,440,759	25.6	(833,502)
Other investments			
Limited partnership interests	12,786,824	3.4	155,421
Other	5,910,290	1.6	738,802
	<u>\$380,698,909</u>	<u>100.0%</u>	<u>\$19,028,088</u>

The Corporation's principal investment objective is to achieve satisfactory long-range total return, consisting of realized and unrealized capital appreciation as well as dividend and interest income. To monitor the progress toward this objective, a monthly index of total return on the main portfolio is calculated. The index shows a total return of 20.4 percent for the year ended September 30, 1982.



In recent years the Corporation has taken steps to increase the diversification of its portfolio investments and to supplement, if possible, the rates of return available from its broadly diversified holdings of equities and fixed-income investments. Beginning in the 1979-80 fiscal year, for example, the Corporation initiated a series of investments in venture capital funds. As of September 30, 1982, commitments aggregating \$12,500,000 have been made to six venture capital funds, of which \$8,100,000 has been actually transferred to the funds.

During the 1981-82 fiscal year, the Corporation expanded the composition of its investments further by making two investments in closed-end real estate funds, which are in turn invested in a broadly diversified group of income-producing properties. The first of these two real estate investments was for \$1,000,000; the second was for \$2,000,000.

The great majority of the Corporation's investment assets, however, will remain in highly marketable equity and fixed-income securities, for which the Corporation's trustees delegate decisions on individual purchases or sales to investment managers who operate within investment policies and standards set by the trustees. At year end those managers were Morgan Guaranty Trust Company of New York; Miller, Anderson & Sherrerd; Cole, Yeager & Wood, Inc.; and McCowan Associates, Inc. The trustees rely on these managers to initiate purchase and sale transactions in conformity with the highest ethical standards of the investment community. The board's finance and administration committee periodically reviews and ratifies all such transactions and holds regular meetings with the investment managers.

In delegating initial authority to outside managers, the trustees retain ultimate responsibility for investment policy decisions, including decisions involving the public responsibilities of business firms represented in the investment portfolio. As part of their responsibility to consider corporate public responsibilities, the trustees have endorsed the following procedures for voting proxies:

The Corporation's treasurer receives and reviews all proxy statements and votes proxies of a routine nature.

Proxy statements which raise questions with material social implications are referred to the finance and administration committee which then decides, on behalf of the full board of trustees, how the proxies will be voted.

Trustee action on proxy issues is not limited to a positive or negative vote on each proposal, however. It sometimes involves written and oral communication with senior officers of firms whose securities are held among the Corporation's assets.

### **The Corporation's income**

The income from investments for the year ended September 30, 1982, was \$22,706,350, compared with \$17,880,013 the preceding year, reflecting a significant change in fixed-income holdings which increased from \$50,405,007 to \$118,891,442 in book value.

## Appropriations and expenditures

A total of \$14,421,794 was appropriated in fiscal 1982 for the United States and international programs. A complete list of grant appropriations is shown on pages 79 through 100.

Any balance held by a grantee after a project has been completed or terminated is customarily refunded to the Corporation. These refunds, along with cancellations of commitments made in prior years are listed on page 100 as adjustments of appropriations and for the year ended September 30, 1982 amounted to \$79,879.

The general administration and program management expenditures, as shown on page 78, were \$3,169,431, compared with \$2,544,396 in the prior fiscal year.

As required by the provisions affecting foundations in the Tax Reform Act of 1969, Carnegie Corporation was subject to the federal excise tax on investment income. For the year, the Corporation's estimated federal tax liability was \$806,860, a sum which otherwise would have been available for philanthropic grants.

### *Ten-year summary of financial highlights (in thousands)*

Fiscal year ended September 30	Market value of investments at year end	Investment income	Appropriations for grants—net	All other expenditures net of miscellaneous income	Excess (deficiency) of income over expenditures	
					Current year	Cumulative for last ten years
1982	\$380,698.9	\$22,706.4	\$14,331.9	\$4,437.3	\$3,937.2	(\$ 7,737.3)
1981	334,998.6	17,880.0	12,333.9	3,618.4	1,927.7	(11,674.5)
1980	345,502.1	19,246.0	11,576.8	3,251.6	4,417.6	(13,602.2)
1979	294,487.2	19,225.0	12,225.8	3,115.8	3,883.4	(18,019.8)
1978	284,500.7	17,058.8	11,844.9	2,800.3	2,413.6	(21,903.2)
1977	271,999.6	15,155.9	12,529.2	3,112.2	(485.5)	(24,316.8)
1976	280,134.1	13,312.3	12,802.2	3,185.7	(2,675.6)	(23,831.3)
1975	239,886.5	11,627.3	13,564.8	2,835.9	(4,773.4)	(21,155.7)
1974	198,948.8	10,674.2	15,577.6	2,527.7	(7,431.1)	(16,382.3)
1973	336,453.0	9,997.3	16,448.9	2,499.6	(8,951.2)	( 8,951.2)

## Audit by independent accountants

The bylaws provide that Carnegie Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of Peat, Marwick, Mitchell & Co. examined the Corporation's financial statements for 1981-82. The Corporation's financial statements and related schedules, together with a report of Peat, Marwick, Mitchell & Co., appear in the following pages.

## Opinion of independent accountants

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The Board of Trustees  
Carnegie Corporation of New York:

We have examined the balance sheets of Carnegie Corporation of New York as of September 30, 1982 and 1981, and the related statements of changes in fund balances for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1982 and 1981, and the changes in its fund balances for the years then ended, in conformity with generally accepted accounting principles applied on a consistent basis.

Our examination was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary data included in the schedules on pages 77 through 79 are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examination of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Peat, Marwick, Mitchell & Co.

New York, New York  
October 22, 1982



## Balance sheets

September 30, 1982 and 1981

	1982	1981
<b>Assets</b>		
Investments (market value \$380,698,909 in 1982, \$334,998,550 in 1981)		
Equities (at cost)	\$197,119,785	\$247,114,779
Fixed income (at cost)	118,891,442	50,405,007
Limited partnership interests (at equity)	10,020,748	6,700,000
Other (at cost)	7,108,802	5,840,000
	<u>333,140,777</u>	<u>310,059,786</u>
Cash	679,785	418,557
Program-related investments (net of allowance for possible losses of \$290,000 in 1982 and \$300,000 in 1981)	290,000	300,000
Total assets	<u>\$334,110,562</u>	<u>\$310,778,343</u>
<b>Liabilities and fund balances</b>		
Liabilities		
Unpaid appropriations	\$12,676,356	\$11,778,297
Federal excise tax payable	806,860	968,540
Total liabilities	<u>13,483,216</u>	<u>12,746,837</u>
Fund balances		
Income	—	—
Principal	<u>320,627,346</u>	<u>298,031,506</u>
Total fund balances	<u>320,027,346</u>	<u>298,031,506</u>
Total liabilities and fund balances	<u>\$334,110,562</u>	<u>\$310,778,343</u>

See accompanying notes to financial statements.

**Statements of changes in fund balances**  
*for the years ended September 30, 1982 and 1981*

<b>Income fund</b>	<b>1982</b>	<b>1981</b>
<b>Income</b>		
Interest and dividends	\$22,706,350	\$17,880,013
Less investment expenditures	<u>887,502</u>	<u>789,965</u>
Net investment income	21,818,848	17,090,048
Other	<u>56,043</u>	<u>58,950</u>
Total income	<u>21,874,891</u>	<u>17,148,998</u>
<b>Expenditures</b>		
Provision for federal excise tax	436,357	343,000
General administration and program management — notes 2 & 3	3,169,431	2,544,396
Grant appropriations (net of refunds and cancellations of \$58,674 in 1982 and \$113,188 in 1981)	14,046,532	12,043,424
Appropriations for studies and projects administered by the officers (net of cancellations of \$21,205 in 1982 and \$64 in 1981)	295,383	102,934
Provision for possible losses on program-related invest- ments	(10,000)	187,500
Total expenditures	<u>17,937,703</u>	<u>15,221,254</u>
<b>Excess of income over expenditures</b>	3,937,188	1,927,744
<b>Transfer to principal fund</b>	<u>(3,937,188)</u>	<u>(1,927,744)</u>

*See accompanying notes to financial statements.*

<b>Principal fund</b>	<b>1982</b>	<b>1981</b>
<b>Expendable:</b>		
Balance at beginning of year	\$162,694,638	\$130,115,368
Additions and deductions		
Net gain on investment transactions	19,028,088	31,272,633
Net realized gain on recovery of reversionary interests	2,249	4,433
Less applicable federal excise tax	(371,685)	(625,540)
Transferred from income fund	<u>3,937,188</u>	<u>1,927,744</u>
Total expendable, end of year	<u>185,290,478</u>	<u>162,694,638</u>
<b>Nonexpendable (balance at beginning and end of year):</b>		
Endowment	125,000,000	125,000,000
Legacy	<u>10,336,868</u>	<u>10,336,868</u>
Total nonexpendable	<u>135,336,868</u>	<u>135,336,868</u>
 Total principal fund balance	 <u>\$320,627,346</u>	 <u>\$298,031,506</u>

*See accompanying notes to financial statements.*



## Notes to financial statements

September 30, 1982 and 1981

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(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared substantially on the accrual basis of accounting and accordingly reflect all significant receivables and payables. However, investment income is recorded on a cash-collected basis, and fixed asset acquisitions are not capitalized but are charged against income in the year acquired. These two exceptions to the accrual basis of accounting have no material effect on the financial position or the changes in fund balances.

The resources of the Corporation are accounted for in two funds — income and principal. The principal fund consists of nonexpendable and expendable resources. Nonexpendable resources were received from Andrew Carnegie who by the terms of the conveying instrument stipulated that the principal may never be expended. Expendable resources represent net realized gains and losses on investment transactions and reversionary interests which are available to support activities in accordance with the provisions of the New York State Not-for-Profit Corporation Law.

(2) Retirement plans:

The Corporation purchases annuities for employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expenses for the years ended September 30, 1982 and 1981, were \$241,623 and \$224,151, respectively. There were no unfunded prior service costs.

In 1982, the Corporation adopted a noncontributory supplemental annuity plan. The initial funding of \$85,000 has been remitted to Teachers Insurance and Annuity Association and College Retirement Equities Fund, the administrator of the plan.

(3) Lease:

The Corporation leases office space under a twenty year lease expiring March 31, 1988. The basic annual rental is \$136,013 and is subject to escalation provisions for maintenance and taxes. Rent expense for 1982 and 1981 was \$335,077 and \$318,366, respectively.

**Summary of investments held and income from investments**  
*for the year ended September 30, 1982*

	Carrying value	Market value		Income
		Amount	Greater or (less) than carrying value	
<b>Equities</b>				
Common stocks	\$192,590,717	\$231,992,509	\$39,401,792	\$12,430,793
Convertible securities	4,529,068	4,752,255	223,187	435,548
<b>Fixed income securities</b>				
Short term	27,751,367	27,816,272	64,905	4,716,292
Intermediate and long term	91,140,075	97,440,759	6,300,684	4,658,062
Limited partnership interests	10,020,748	12,786,824	2,766,076	235,100
Other	7,108,802	5,910,290	(1,198,512)	230,555
	<u>\$333,140,777</u>	<u>\$380,698,909</u>	<u>\$47,558,132</u>	<u>\$22,706,350</u>

*A complete listing of securities is available upon written request.*

**Statement of general administration, program management,  
and investment expenditures for the year ended September 30, 1982,  
with comparative totals for the year ended September 30, 1981**

	1982			1981
	General administration and program management expenditures	Investment expenditures	Total	Total
Salaries	\$1,482,537	\$84,270	\$1,566,807	\$1,411,819
Investment advisory and custody fees	—	716,129	716,129	641,358
Employee benefits— note 2	504,715	29,627	534,342	392,345
Rent— note 3	316,410	18,667	335,077	318,366
Quarterly and annual reports	152,630	—	152,630	103,372
Trustees' honoraria and expenses	114,747	8,134	122,881	86,798
Travel	112,357	—	112,357	87,021
Computer	105,590	6,229	111,819	—
Office equipment, services, and supplies	69,065	4,075	73,140	47,915
Postage, telephone and messenger services	58,503	3,451	61,954	52,000
Legal and accounting services	40,452	10,429	50,881	17,404
Conferences and meetings	42,582	2,512	45,094	34,562
Pensions	43,267	—	43,267	49,539
Consultants	39,124	—	39,124	22,815
Copying and duplicating services	21,985	1,297	23,282	22,098
Membership fee	20,000	—	20,000	20,000
Books and periodicals	12,838	757	13,595	10,055
Miscellaneous	32,629	1,925	34,554	16,894
	<u>\$3,169,431</u>	<u>\$887,502</u>	<u>\$4,056,933</u>	<u>\$3,334,361*</u>

\*Includes \$789,965 of investment expenditures.



**Statement of  
appropriations and payments\***  
*for the year ended September 30, 1982*

*Summary of grant appropriations and payments*

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For United States purposes	\$13,034,131	\$10,810,593	\$12,574,003	\$11,270,721
For international purposes	1,071,075	910,667	827,771	1,153,971
	<u>14,105,206</u>	<u>\$11,721,260</u>	<u>\$13,401,774</u>	<u>\$12,424,692</u>
Less refunds and cancellations	58,674			
	<u>\$14,046,532</u>			

*Summary of appropriations for studies and projects administered by the officers*

	Appropriated during year	Unpaid appro- priations at be- ginning of year	Paid during year	Unpaid appro- priations at end of year
For United States purposes	\$316,588	\$45,586	\$118,779	\$243,395
For international purposes	0	11,451	3,182	8,269
	<u>316,588</u>	<u>\$57,037</u>	<u>\$121,961</u>	<u>\$251,664</u>
Less refunds and cancellations	21,205			
	<u>\$295,383</u>			

\*This schedule shows all payments made during the fiscal year 1981-82 from appropriations of that year and the preceding years.

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Academy of Independent Scholars 970 Aurora Boulder, Colorado 80302 <i>Support</i>	\$75,000		\$37,500	\$37,500
Action for Children's Television 46 Austin Street Newtonville, Massachusetts 02160 <i>Study of the depiction of minority groups, females, and families on children's television</i>	15,000		15,000	
Advocates for Children of New York 29-28 41st Avenue Long Island City, New York 11101 <i>Training and advocacy on education of the handicapped in the New York City school system</i>	165,000		82,500	82,500
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>Program on policy issues in African-American relations</i>	202,400		66,666	135,734
American Assembly Columbia University New York, New York 10027 <i>Assembly on ethnic groups in the United States</i>	15,000		15,000	
American Association for Higher Education One Dupont Circle, N.W. Washington, D.C. 20036 <i>Center for Learning and Telecommunications — \$347,500 (1980)</i>	370,000	\$88,000	100,000 88,000	270,000
American Civil Liberties Union Foundation 132 West 43rd Street New York, New York 10036 <i>Research and information program on the Voting Rights Act — \$100,00 (1981)</i>		66,667	66,667	
American Council of Learned Societies 800 Third Avenue New York, New York 10022 <i>Fellowships</i>	500,000			500,000
<i>Committee on Changes in the System of Scholarly Communication — \$83,000 (1980)</i>		27,500	27,500	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
American Council on Education One Dupont Circle, N.W. Washington, D.C. 20036 <i>Support of the National Student Aid Coalition — \$100,000 (1981)</i>	15,000	100,000	15,000 50,000	50,000
<i>National Identification Program of the Office of Women in Higher Education</i>	192,000		102,000	90,000
American Friends Service Committee 1501 Cherry Street Philadelphia, Pennsylvania 19102 <i>Title I Parent Advisory Council Project of the Southeastern Public Education Program — \$355,450 (1981)</i>		216,770	140,930	75,840
American Psychological Association 1200 Seventeenth Street, N.W. Washington, D.C. 20036 <i>Revision and expansion of technical standards for educational and psychological testing — \$75,000 (1981)</i>		37,500	37,500	
A. Philip Randolph Educational Fund 260 Park Avenue South New York, New York 10010 <i>Internship program for black labor unionists — \$150,000 (1980)</i>		50,000		50,000
Arkansas Advocates for Children and Families 203 Donaghey Building Seventh and Main Little Rock, Arkansas 72201 <i>Activities to improve services to children and families — \$45,000 (1981)</i>		27,000	15,000	12,000
Aspen Institute for Humanistic Studies 717 Fifth Avenue New York, New York 10022 <i>Background materials for a conference on modern federalism and school governance</i>	2,331		2,331	
Associated Colleges of the St Lawrence Valley Raymond Hall, State University of New York at Potsdam Potsdam, New York 13676 <i>Curricular cooperation among member institutions</i>	157,500		70,750	86,750
Association of American Colleges 1818 R Street, N.W. Washington, D.C. 20009 <i>Project on the Status and Education of Women</i>	300,000		100,000	200,000



Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Association of American Law Schools One Dupont Circle, N.W. Washington, D.C. 20036 <i>American Council on Education— Association of American Law Schools Joint Committee on Bakke—\$7,050 (1978)</i>		7,050	7,050 <sup>a</sup>	
Association of Governing Boards of Universities and Colleges One Dupont Circle, N.W. Washington, D.C. 20036 <i>Project on presidential leadership in American colleges and universities— \$283,000 (1981)</i>		283,000	136,000	147,000
Atlanta University Center 360 Westview Drive, S.W. Atlanta, Georgia 30310 <i>Support</i>	375,000		95,000	280,000
Bay Area Research Group 385 Sherman Avenue Palo Alto, California 94306 <i>Study of school-based, school-wide reform projects—\$148,000 (1981)</i>		66,554	33,277	33,277
Boston College Chestnut Hill, Massachusetts 02177 <i>Report on a conference on curricular and instructional validity of competency tests</i>	10,840		10,840	
British Open University Foundation 110 East 59th Street New York, New York 10022 <i>Information and advisory services— \$45,000 (1979)</i>		15,000	15,000	
Brookline, Public Schools of Brookline, Massachusetts 02146 <i>Brookline Early Education Project—\$400,000 (1981)</i>	56,650	241,939	56,650 161,385	80,554
California Rural Legal Assistance Foundation P.O. Box 161698 Sacramento, California 95816 <i>Education advocacy on behalf of Chicanos in the public schools</i>	265,000		72,500	192,500
California, University of, Berkeley Berkeley, California 94720 <i>National Writing Project</i>	215,000		68,500	146,500

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
California, University of, Los Angeles Los Angeles, California 90024 <i>Study of child development in alternative life styles</i>	302,870		151,740	151,130
California, University of, San Diego LaJolla, California 92093 <i>Research on situational and subcultural variations in the development of cognitive skills—\$300,000 (1979)</i>		120,000	60,000	60,000
<i>Research and writing on university administration by William J. McGill—\$88,825 (1980)</i>		46,983	46,983	
Carnegie Foundation for the Advancement of Teaching 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Study of American high schools—\$300,000 (1981)</i>		200,000	135,000	65,000
Carnegie Institution of Washington 1530 P Street, N.W. Washington, D.C. 20005 <i>Postdoctoral fellowships in the natural sciences</i>	625,000		125,000	500,000
Catholic University of America Washington, D.C. 20064 <i>Committee on equal protection of the laws</i>	15,000		15,000	
Center for Community Change 1000 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Leadership development in community-based organizations—\$375,000 (1981)</i>		312,500	125,000	187,500
Center for Effective Philanthropy 51 Brattle Street Cambridge, Massachusetts 02138 <i>Support</i>	10,000		10,000	
Center for Law and Education Gutman Library, 6 Appian Way Cambridge, Massachusetts 02138 <i>Multicultural education training and advocacy project</i>	220,000		45,930	174,070
Center for Public Representation 520 University Avenue Madison, Wisconsin 53703 <i>Wisconsin Community Children's Audit—\$155,200 (1981)</i>		75,759	75,759	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Center for Responsive Governance 1100 17th Street, N.W. Washington, D.C. 20036 <i>Research on the financial status of the voluntary sector</i>	15,000		15,000	
Children's Defense Fund 1520 New Hampshire Avenue Washington, D.C. 20036 <i>Support</i>	1,000,000		500,000	500,000
Children's Hospital Medical Center 300 Longwood Avenue Boston, Massachusetts 02115 <i>Training program in child development for pediatricians—\$74,575 (1979)</i>		16,970	16,970	
Children's Museum 300 Congress Street Boston, Massachusetts 02115 <i>Pilot educational program for young children and their parents—\$201,700 (1981)</i>		104,900	52,450	52,450
Citizens' Council for Ohio Schools 517 The Arcade Cleveland, Ohio 44114 <i>Children Out of School Project</i>	108,000		37,600	70,400
Clearinghouse for Community Based Free Standing Educational Institutions 1806 Vernon Street, N.W. Washington, D.C. 20009 <i>Technical assistance and the development of evaluative criteria for member institutions—\$234,900 (1981)</i>		143,975	95,160	48,815
<i>Support to member institutions</i>	45,000		45,000	
Coalition of Labor Union Women Center for Education and Research 1126 16th Street, N.W. Washington, D.C. 20036 <i>Leadership training program for union women</i>	235,000		130,075	104,925
Columbia University New York, New York 10027 <i>Study of child-care services and planning for a study of social policy relating to families with children—\$141,000 (1981)</i>		117,980	90,875	27,105
Connecticut State Department of Education P.O. Box 2219 Hartford, Connecticut 06115 <i>Teacher resource guide on volunteerism and the nonprofit sector</i>	14,250		14,250	



Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Cornell University Ithaca, New York 14853 <i>Study of the implementation of family support programs — \$246,550 (1981)</i>		171,550	75,000	96,550
Council of Chief State School Officers 400 North Capitol Street Washington, D.C. 20001 <i>Resource Center on Sex Equity — \$256,000 (1979)</i>		158,952	100,315	58,637
Council of Independent Colleges One Dupont Circle, N.W. Washington, D.C. 20036 <i>Research and management project for liberal arts colleges — \$198,900 (1980)</i> <i>Technical assistance to liberal arts colleges</i>	350,750	38,260	175,375	175,375
Council on Library Resources 1785 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Programs to improve the management of research libraries — \$500,000 (1977)</i> <i>Development of a national computerized bibliographic system for research libraries — \$600,000 (1978)</i> <i>Program of education and management training in the research library field — \$450,000 (1981)</i>		302,000	100,000	202,000
		400,000	200,000	200,000
		300,000	70,000	230,000
Denver, University of Denver, Colorado 80208 <i>Research on the development of social-cognitive skills in preschool children — \$168,730 (1981)</i>		113,750	55,230	58,520
Designs for Change 220 South State Street Chicago, Illinois 60604 <i>Study of school-related advocacy groups \$140,000 (1980)</i>		50,000		50,000
Educational Products Information Exchange Institute P.O. Box 620 Stony Brook, New York 11790 <i>Training program for teachers on the use of DRP scores in reading instruction</i>	84,900		84,900	
Education Commission of the States 1860 Lincoln Street Denver, Colorado 80203 <i>Seminars on educational issues for state legislators — \$267,000 (1979)</i>		250,000	250,000	

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Federation of Child Care Centers of Alabama P. O. Box 214 Montgomery, Alabama 36105 <i>Advocacy, technical assistance, and training for child care centers — \$120,000 (1980)</i>		30,000	30,000	
Feminist Press Box 334 Old Westbury, New York 11568 <i>Publication of Everywoman's Guide to Colleges and Universities</i>	200,000		140,000	60,000
Five Colleges Box 740 Amherst, Massachusetts 01002 <i>Support of the Academic Cooperation Development Fund</i>	150,000		50,000	100,000
Food Research and Action Center 1319 F Street, N.W., #500 Washington, D.C. 20004 <i>Conference and handbook on school meals programs</i>	15,000		15,000	
Foundation Center 888 Seventh Avenue New York, New York 10019 <i>Support — \$150,000 (1981)</i>		100,000	50,000	50,000
Grinnell College Grinnell, Iowa 50112 <i>History of Skibo Castle</i>	15,000		15,000	
Harvard University Cambridge, Massachusetts 02138 <i>Research on the development of symbolic abilities in young children</i>	230,000		71,500	158,500
High/Scope Educational Research Foundation 600 North River Street Ypsilanti, Michigan 48197 <i>Research, policy studies, and dissemination of information on early childhood education — \$498,000 (1981)</i>		298,000	200,000	98,000
Hispanic American Career Educational Resources 115 West 30th Street New York, New York 10001 <i>Hispanic Women's Center</i>	227,000		82,000	145,000
Hobart and William Smith Colleges Geneva, New York 14456				

Appropriations and payments—United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
<i>Symposium on "The Role of the Academy in Addressing the Issues of Nuclear War"</i>	15,000		15,000	
Human Services Forum 1602 17th Street, N.W. Washington, D.C. 20009 <i>Research on national policy issues concerning human services</i>	15,000		15,000	
Illinois, University of, at Chicago Circle Box 4348 Chicago, Illinois 60680 <i>Development of the Doctor of Arts program and fellowships—\$65,000 (1975)</i>		21,666		21,666
Independent Sector 1828 L Street, N.W. Washington, D.C. 20036 <i>Support—\$45,000 (1980)</i>		15,000	15,000	
Institute for Services to Education 1320 Fenwick Lane Silver Spring, Maryland 20910 <i>Support—\$500,000 (1979)</i>		100,000	100,000	
Institute of Society, Ethics and the Life Sciences 360 Broadway Hastings-on-Hudson, New York 10706 <i>Program on Applied and Professional Ethics—\$201,350 (1980)</i>		35,236	35,236	
Intercultural Development Research Association 5835 Callaghan San Antonio, Texas 78228 <i>School finance reform program—\$210,000 (1980)</i>		118,600	118,600	
Interuniversity Communications Council EDUCOM, P.O. Box 364 Princeton, New Jersey 08540 <i>Establishment of a computer-based, intercampus mail system</i>	162,500		82,500	80,000
Investor Responsibility Research Center 1319 F Street, N.W. Washington, D.C. 20004 <i>Study of domestic pressures on U.S. corporations doing business in South Africa</i>	28,000		28,000	



Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Johns Hopkins University Baltimore, Maryland 21218 <i>Conferences on Africa of American legislators with British parliamentarians and African leaders — \$106,000 (1971)</i>		7,956		7,956
Joint Center for Political Studies 1301 Pennsylvania Avenue, N.W. Washington, D.C. 20004 <i>Research on the implementation and impact of the Voting Rights Act — \$200,000 (1980)</i>		100,000	100,000	
Lawyers' Committee for Civil Rights Under Law 733 15th Street, N.W. Washington, D.C. 20005 <i>Federal Education Project</i>	510,000		240,900	269,100
League for Innovation in the Community College 1100 Glendon Avenue Westwood Center Los Angeles, California 90024 <i>Community College Productivity Center — \$263,000 (1979)</i>		32,300	32,300	
Maryland, University of College Park, Maryland 20742 <i>Research and writing on strategic planning in higher education</i>	15,000		15,000	
Massachusetts Advocacy Center 2 Park Square Boston, Massachusetts 02116 <i>Children's Advocate Network — \$225,000 (1980)</i>		75,000	75,000	
Massachusetts, Commonwealth of Department of Education 31 St. James Avenue Boston, Massachusetts 02116 <i>Commonwealth Inservice Institute</i>		225,000	175,000	50,000
Massachusetts Institute of Technology Cambridge, Massachusetts 02139 <i>Conference on issues facing black administrators</i>	15,000		15,000	
<i>Visiting social scientist from South Africa at the Center for International Studies</i>	5,500		5,500	
<i>Development of an electronic mail network for the Consortium on Financing Higher Education</i>	4,900		4,900	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Mental Health Law Project 2021 L Street, N.W. Washington, D.C. 20036 <i>Education advocacy on behalf of handicapped children</i>	200,000		100,000	100,000
Mexican American Legal Defense and Educational Fund 28 Geary Street San Francisco, California 94108 <i>Program of educational litigation and advocacy — \$511,300 (1981)</i>		341,500	170,900	170,600
<i>Research on the impact of the language-minority provisions of the Voting Rights Act</i>	100,000		100,000	
Mills College Oakland, California 94613 <i>Math/Science Network — \$317,500 (1980)</i>		234,250	234,250	
Minnesota Early Learning Design 123 East Grant Street Minneapolis, Minnesota 55403 <i>Information and peer support system for new parents — \$234,000 (1981)</i>		105,000	70,000	35,000
Mississippi Action for Community Education 815 Main Street Greenville, Mississippi 38701 <i>Leadership training program</i>	376,850		126,600	250,250
NAACP Legal Defense and Educational Fund 10 Columbus Circle New York, New York 10019 <i>Postsecondary education program and development of a vocational education program — \$450,000 (1980)</i>		150,000	150,000	
NAACP Special Contribution Fund 1790 Broadway New York, New York 10019 <i>Research and legal expenses of the school desegregation program — \$575,000 (1980)</i>		307,000	97,000	210,000
<i>Technical assistance and legal assistance in the political reapportionment process</i>	60,000		30,000	30,000
National Academy of Sciences 2101 Constitution Avenue Washington, D.C. 20418 <i>Committee on Women's Employment and Related Social Issues — \$82,415 (1981)</i>		40,000	40,000	
<i>Studies of important national issues</i>	450,000		150,000	300,000

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Association for Equal Opportunity in Higher Education 2243 Wisconsin Avenue, N.W. Washington, D.C. 20007 <i>Seminars for presidents of historically black colleges and universities — \$100,000 (1981)</i>		50,000	50,000	
National Association of Bank Women Educational Foundation 500 N. Michigan Avenue Chicago, Illinois 60611 <i>Evaluation of the bachelor's degree program for bank women</i>	15,000		15,000	
National Association of College and University Attorneys One Dupont Circle, N.W. Washington, D.C. 20036 <i>Monograph on creative college financing in a time of retrenchment</i>	15,000		15,000	
National Association of College and University Business Officers One Dupont Circle, N.W. Washington, D.C. 20036 <i>Cost-accounting handbook for colleges and universities — \$154,600 (1980)</i>		50,000	50,000	
National Association of Secondary School Principals 1904 Association Drive Reston, Virginia 22091 <i>Study of American high schools — \$387,000 (1981)</i>		260,000	260,000	
National Black Child Development Institute 1463 Rhode Island Avenue, N.W. Washington, D.C. 20005 <i>Support</i>	300,000		100,000	200,000
National Coalition of Advocates for Students 740 East 52nd Street Suite 9 Indianapolis, Indiana 46205 <i>Support</i>	75,000		37,500	37,500
National Committee for Responsible Philanthropy 810 18th Street, N.W. Washington, D.C. 20006 <i>Support</i>	150,000		50,000	100,000



Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Council of the Churches of Christ in the U.S.A. 475 Riverside Drive New York, New York 10027 <i>Study of, and development of materials for, child care programs in church facilities</i>	250,000		200,000	50,000
National Council of La Raza 1725 Eye Street, N.W. Washington, D.C. 20006 <i>Title I Migrant Education Project — \$175,000 (1981)</i>		60,000	60,000	
National Institute for Work and Learning 1302 18th Street, N.W. Washington, D.C. 20036 <i>Policy analysis and technical assistance on the application of information technologies to education</i>	213,200		133,360	79,840
<i>Review of the National Assessment of Educational Progress</i>	7,000		7,000	
National Student Educational Fund 2000 P Street, N.W. Washington, D.C. 20036 <i>Student Leadership Training Project</i>	250,000		155,000	95,000
National University Consortium for Telecommunications in Teaching P. O. Box 430 Owings Mills, Maryland 21117 <i>Support — \$445,950 (1981)</i>	737,250	334,462	111,283 334,462	625,967
National Urban Coalition 1201 Connecticut Avenue, N.W. Washington, D.C. 20036 <i>Support and technical assistance to community groups involved in school finance activities — \$343,530 (1975)</i>		28,558		28,558
<i>Research and training for minorities and women on school finance reform and related issues — \$125,000 (1979)</i>		31,250	31,250	
National Urban League 500 East 62nd Street New York, New York 10021 <i>Analysis and reporting of a national survey of black households — \$175,000 (1981)</i>		50,000	50,000	
<i>Planning for additional research activities — \$25,000 (1981)</i>		25,000	25,000	

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
National Women's Education Fund 1410 Q Street, N.W. Washington, D.C. 20005 <i>Establishment of a national system of public leadership training for women—\$225,000 (1981)</i>		125,000	75,000	50,000
New England Medical Center 171 Harrison Avenue Boston, Massachusetts 02111 <i>Research and writing on cognitive assessment and education of developmentally delayed infants</i>	85,400		85,400	
New Ways to Work 149 Ninth Street San Francisco, California 94103 <i>Promotion and dissemination of educational materials about job sharing</i>		31,240	31,240	
New York, Board of Education of the City of 110 Livingston Street New York, New York 11201 <i>School Improvement Project—\$175,000 (1980)</i>		43,750		43,750
New York, City University of Hunter College 695 Park Avenue New York, New York 10021 <i>National Council for Research on Women</i>	15,000		15,000	
New York, University of the State of Albany, New York 12234 <i>Evaluation of educational programs offered by noncollegiate organizations—\$150,000 (1980)</i>		25,000	25,000	
<i>Research on the uses of tests of reading ability—\$500,000 (1981)</i>		345,000	230,000	115,000
<i>Research and training by the Center for Women in Government</i>	271,200		153,600	117,600
New York Urban Coalition 1515 Broadway New York, New York 10026 <i>Local School Development Project—\$258,750 (1980)</i>		66,700	66,700	
NOW Legal Defense and Education Fund 132 West 43rd Street New York, New York <i>Project on Equal Education Rights—\$425,000 (1981)</i>		337,500	162,500	175,000

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Pittsburgh, University of Pittsburgh, Pennsylvania 15213 <i>Research of the social functions of educational testing — \$385,000 (1978)</i>		202,702	138,300	64,402
Public Education Association 20 West 40 Street New York, New York 10018 <i>Research and advocacy on the education of the handicapped in the New York City school system</i>	150,000		78,073	71,927
Puerto Rican Legal Defense and Education Fund 95 Madison Avenue New York, New York 10016 <i>Education Rights Project — \$400,000 (1980)</i>		120,000	120,000	
Radcliffe College Cambridge, Massachusetts 02138 <i>Fellowship program at the Mary Ingraham Bunting Institute for nontenured faculty women from research universities — \$273,150 (1979)</i>	326,740	138,225	90,180	326,740 48,045
Rutgers University Old Queens Building New Brunswick, New Jersey 08903 <i>Conference and program for women state legislators under the auspices of the Center for the American Woman and Politics — \$177,500 (1981)</i>		147,500	117,500	30,000
South Alabama, University of Mobile, Alabama 36688 <i>Research on the discriminatory purposes of at-large election systems</i>	15,000		15,000	
South Carolina Educational Television Commission 2712 Millwood Avenue, Drawer L Columbia, South Carolina 29250 <i>Planning and evaluation of a new educational telecommunications system</i>	183,000		183,000	
Southern Coalition for Educational Equity P.O. Box 22904 Jackson, Mississippi 39205 <i>Development of a school improvement project in New Orleans</i>	15,000		15,000	
Southern Regional Council 75 Marietta Street, N.W. Atlanta, Georgia 30308 <i>Southern Legislative Research Council — \$351,000 (1980)</i>		121,525	121,525	



Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Statewide Youth Advocacy 426 Powers Building Rochester, New York 14614 <i>Consortium to monitor New York State compensatory and remedial education programs</i>	208,100		100,400	107,700
Teachers College, Columbia University New York, New York 10027 <i>Research on the history of American education — \$197,736 (1973)</i>		133,736		133,736
<i>Research and writing on the historical role of Carnegie Corporation of New York — \$86,084 (1981)</i>		45,148	26,761	18,387
Texas Institute for Families 8002 Bellaire Boulevard Houston, Texas 77036 <i>Program to strengthen family life and work — \$300,000 (1980)</i>		150,000	100,000	50,000
TransAfrica Forum 1325 18th Street, N.W. Washington, D.C. 20036 <i>Support — \$75,000 (1981)</i>		50,000	25,000	25,000
Twin Cities Public Television 1640 Como Avenue Saint Paul, Minnesota 55108 <i>Planning a series of documentary television programs about children</i>	45,000		45,000	
Union of Independent Colleges of Art 4340 Oak Street Kansas City, Missouri 64111 <i>Cooperative activities — \$183,000 (1980)</i>		24,000		24,000
United Federation of Teachers 260 Park Avenue South New York, New York 10010 <i>Training and assistance on the education of the handicapped for teachers in the New York City school system — \$325,000 (1981)</i>		200,000	200,000	
United States Department of Education 400 Maryland Avenue, N.W. Washington, D.C. 20202 <i>Mina Shaughnessy Scholars Program of the Fund for the Improvement of Post-secondary Education — \$250,000 (1980)</i>		150,000	96,900	53,100

Appropriations and payments — United States

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Urban Institute 2100 M Street, N.W. Washington, D.C. <i>Study of nonprofit organizations and their relationships to government</i>	300,000		75,000	225,000
Utah, University of Salt Lake City, Utah 84112 <i>HERS/West — \$177,700 (1981)</i>		131,390	68,525	62,865
Wellesley College Wellesley, Massachusetts 02181 <i>School-Age Child Care Project — \$257,300 (1981)</i>		115,220	115,220	
<i>Center for Research on Women</i>	40,000		20,000	20,000
Wells College Aurora, New York 13026 <i>Public Leadership Education Network — \$350,000 (1980)</i>	230,000	75,000	67,500 75,000	162,500
Western Service Systems 1444 Stuart Street Denver, Colorado 80204 <i>Chicano Education Project — \$600,000 (1980)</i>		200,000	200,000	
<i>Center for Hispanic School Board Members — \$150,000 (1981)</i>		75,000		75,000
Western Interstate Commission for Higher Education P. O. Drawer P Boulder, Colorado 80302 <i>Expansion of regional cooperation in graduate education</i>	85,000		39,600	45,400
Yale University New Haven, Connecticut 06520 <i>Research and writing in child psychology — \$59,100 (1980)</i>		30,620	30,620	
<i>Research projects at the Center for the Study of Independent Institutions — \$250,000 (1977)</i>		50,000	50,000	
<i>Program on Non-Profit Organizations</i>	300,000		60,000	240,000
Youth Project 1555 Connecticut Avenue, N.W. Washington, D.C. 20009 <i>Support — \$450,000 (1981)</i>		300,000	150,000	150,000
Total (United States)	<u>\$13,034,131</u>	<u>\$10,810,593</u>	<u>\$12,574,003</u>	<u>\$11,270,721</u>

*Appropriations and payments — United States*

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Studies and projects administered by the officers				
<i>Consortium for the Advancement of Private Higher Education</i>	\$200,000		\$3,558	\$196,442
<i>Dissemination of results of Corporation grants</i>	17,335		7,705	9,630
<i>Preparation of a manuscript on competencies in English and their measurement</i>		\$696	696 <sup>a</sup>	
<i>Program development and evaluation fund</i>	99,253	44,890	20,504 <sup>a</sup> 86,316	37,323
<b>Total studies and projects administered by the officers</b>	<u>\$316,588</u>	<u>\$45,586</u>	<u>\$118,779</u>	<u>\$243,395</u>

<sup>a</sup> *Cancelled: included in total payments.*



Appropriations and payments—International program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
African-American Institute 833 United Nations Plaza New York, New York 10017 <i>African Travel Program — \$300,000 (1980)</i>		\$200,000	\$50,000	\$150,000
<i>Directory for African and Caribbean women of development-related graduate study in the United States</i>	\$14,775		14,775	
<i>Women and African Development Program</i>	92,000		92,000	
<i>Program on Policy Issues in African-American Relations</i>	101,300		33,334	67,966
Association of Caribbean Universities and Research Institutes Foundation P. O. Box 248123 Coral Gables, Florida 33124 <i>Consultation on the role of women in Caribbean development</i>	6,000		6,000	
Black Lawyers' Association P. O. Box 19511 Pretoria West 0117 Transvaal, South Africa <i>Visit of black American lawyers to South Africa</i>	15,000		14,825	175
Cape Town, University of University Private Bag Rondebosch, South Africa 7700 <i>Planning a commission on poverty in South Africa — \$56,000 (1981)</i>	200,000	23,000	100,000 23,000	100,000
Centre for Intergroup Studies % University of Cape Town Rondebosch, South Africa 7700 <i>Support</i>	60,000		20,000	40,000
Ghana, University of Legon, Accra, Ghana <i>Language Centre — \$150,000 (1977)</i>		32,670	17,000	15,670
Ibadan, University of Ibadan, Nigeria <i>International Centre for Educational Evaluation — \$400,000 (1973)</i>		6,900		6,900
Ife, University of Ile-Ife, Nigeria <i>Institute of Education — \$290,000 (1975)</i>		164,000		164,000

Appropriations and payments — International program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
Institute of International Education 809 United Nations Plaza New York, New York 10017 <i>South African Education Program</i>	75,000		75,000	
Legal Resources Trust P. O. Box 9495 Johannesburg, South Africa <i>Legal Resources Centre</i>	180,000		80,000	100,000
Makerere University P. O. Box 7062 Kampala, Uganda <i>Program of research, curriculum revision, and staff development for primary teacher training in Uganda — \$300,000 (1971)</i>		51,000		51,000
Nairobi, University of P. O. Box 30197 Nairobi, Kenya <i>Bureau of Educational Research — \$383,000 (1976)</i>		8,163	2,070	6,093
Okeyo, Achola Palo 188-56 85th Road Hollis, New York 11423 <i>Exploration into the history and relationships of three national women's organizations in Kenya</i>	15,000		7,000	8,000
Population Council One Dag Hammarskjold Plaza New York, New York 10017 <i>Development and distribution of pamphlets on income-generating projects for women in developing countries</i>	30,000		15,000	15,000
Sierra Leone, University of Freetown, Sierra Leone <i>Establishment of a University planning unit — \$376,300 (1976)</i>		40,000		40,000
South Pacific, University of the P. O. Box 1168 Suva, Fiji <i>Development Outreach Programme — \$200,000 (1978)</i>		100,000		100,000
Teachers College, Columbia University New York, New York 10027 <i>Fellowships for African educators — \$183,000 (1975)</i>		21,300		21,300
<i>Karl W. Bigelow Memorial Lectures and publication of a related book</i>	11,000		6,000	5,000

Appropriations and payments — International program

Recipient and/or purpose	Appropriated during year	Unpaid appropriations at beginning of year	Paid during year	Unpaid appropriations at end of year
United States — South Africa Leader Exchange Program 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 <i>Publication and distribution of a book on higher education in South Africa</i>	15,000		15,000	
West Indies, University of the Mona, Kingston 7, Jamaica <i>Women and Development Unit — \$230,000 (1980)</i>	200,000	100,815	50,000 100,815	150,000
Witwatersrand, University of the 1 Jan Smuts Avenue Johannesburg 2001, South Africa <i>Centre for Applied Legal Studies — \$125,000 (1978) \$300,000 (1980)</i>		2,867 159,952	1,000 104,952	1,867 55,000
Yale University New Haven, Connecticut 06520 <i>Conference on "U.S. Firms in South Africa: Responsibilities, Risks, and Opportunities"</i>	6,000			6,000
Zimbabwe, University of P.O. Box M.P. 167 Mount Pleasant Salisbury, Zimbabwe <i>Staff recruitment and development</i>	50,000			50,000
<b>Total (International program)</b>	<b><u>\$1,071,075</u></b>	<b><u>\$910,667</u></b>	<b><u>\$827,771</u></b>	<b><u>\$1,153,971</u></b>
Studies and projects administered by the officers				
<i>Institutes of education in African universities — \$58,000 (1972)</i>		\$3,014		\$3,014
<i>Publication and distribution of pamphlets on income-generating projects for women in developing countries — \$25,800 (1977)</i>		2,182	\$1 <sup>a</sup> 2,181	
<i>Program development and evaluation fund</i>		6,255	1,000	5,255
<b>Total studies and projects administered by the officers</b>	<b><u>0</u></b>	<b><u>\$11,451</u></b>	<b><u>\$3,182</u></b>	<b><u>\$8,269</u></b>

<sup>a</sup> Cancelled: included in total payments.



*Adjustments of grant appropriations (United States)*

<i>Not required: cancelled (listed above)</i>	\$28,250
<i>Refunds from grants made in prior years</i>	
1966-67 Columbia University (B3296)	5,747
1970-71 Study of Independence and Accountability (X3433)	4
1971-72 University of Illinois (B3568)	24,069
1973-74 Teachers College, Columbia University (B3690)	20
1974-75 Staten Island Community College (B3770)	11
1975-76 University of California, Berkeley (B3869)	90
1975-76 National Endowment for the Humanities (B3912)	2,791
1975-76 University of the State of New York (B3926)	910
1975-76 Social Science Research Council (B3867)	11,075
1977-78 Research Foundation, City University of New York (B4071)	46
1978-79 Carnegie Council on Children (B4107)	6,578
1979-80 Youth Project Inc. (B4180)	67
1980-81 Research Foundation, City University of New York (B4254)	220
	<u>\$79,878</u>

*Adjustments of grant appropriations (International program)*

<i>Not required: cancelled (listed above)</i>	<u>\$1</u>
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# *The Carnegie philanthropies*

Andrew Carnegie was born in Scotland in 1835. He came to the United States with his family in 1848 and went to work as a bobbin boy in a cotton mill. After a succession of jobs with Western Union and the Pennsylvania Railroad, he eventually resigned to establish his own business enterprises and, finally, the Carnegie Steel Company which launched the huge steel industry in Pittsburgh. At the age of 65 he sold the Company and devoted the rest of his life to writing, including his autobiography, and to philanthropic activities, intending to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

Mr. Carnegie set up the Carnegie Trust for the Universities of Scotland to assist needy students to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching primarily as a pension fund for college teachers, and also to promote the cause of higher education. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, Mr. Carnegie created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees and each is independently managed.



The following statements are set forth in accordance with section 6056 of the United States Internal Revenue Code, pursuant to which this annual report has been prepared:

- Carnegie Corporation of New York (employer identification number 13-1628151) is a private foundation within the meaning of section 509(a) of the Internal Revenue Code.
- The names and respective business addresses of the "foundation managers" of the Corporation are set forth in the front section of this annual report.
- No person who is a "foundation manager" with respect to the Corporation has made any contribution to the Corporation in any taxable year.
- At no time during the year did the Corporation (together with other "disqualified persons") own more than 2 percent of the stock of any corporation or corresponding interests in partnerships or other entities.
- Pursuant to section 6104(d) of the Internal Revenue Code, a notice has been published that this annual report is available for public inspection at the principal office of the Corporation. A copy of this report has been furnished to the Attorney General of the State of New York.

December 1, 1982

ALAN PIFER, President









